DOCUMENT RESUME

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ABSTRACT

The document provides an outline and support materials describing a project designed by the Ethnic Cultural Center of the Minneapolis public schools to train classroom teachers to incorporate multi-ethnic concepts into the social studies curriculum. The objective of the report is to update and supplement information contained in earlier interim progress reports. The first section describes project activities from July 1, 1976 to June 30, 1977; compares project activities with projected accomplishments; examines feedback from workshops; describes participation by the advisory council on project activities; and identifies deviations of the project from the proposed program. The remaining sections, which comprise the bulk of the document, contain appendices. These present correspondence relating to project activities, a directory of advisory committee members, sample curriculum materials, evaluation instruments, and position papers. (DB)

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Christian Skjervold

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FIVE-STATE MULTI-ETHNIC TRAINING PROGRAM, MINNEAPOLIS PUBLIC SCHOOLS, ETHNIC CULTURAL CENTER

FINAL PROGRESS REPORT

SO-010-661

JAN 1978

FINAL PROGRESS REPORT

OE 1410851980A3 No. | Contract or Grant No. G007603094

Period July 1, 1976 to June 30, 1977 | Project No. 549AH60360

Date of Submission July 25, 1977

Name of Institution: Minneapolis Public Schools, Ethnic Cultural Center

Title of Project: Five-State Multi-Ethnic Training Project

Name of Project Director:
Christian K. Skjervold

Office of Education Division or Staff Office:
Ethnic Heritage Studies Branch
Division of International Education
Catherine Z. Brown, Room 3928

Note: This progress report updates and supplements the information contained in this project's interim progress report submitted on March 1, 1977.

I. Project Activities

During the period of August 1, 1976, through June 30, 1977, the Five-State Multi-Ethnic Training Project has engaged in the following activities:

A. the establishment of an advisory committee with whom regular contact has been maintained;

The composition of the advisory committee represents a diversity of ethnic backgrounds and of professional interests. The membership includes academic scholars, educators, and representatives of local ethnic organizations. See Appendix A for the roster of advisory committee members. Also included in Appendix A are samples of correspondence with advisory committee members indicating their continuing participation in the project.

SP 010 661

B. cooperative planning for leadership workshops with representatives from the states of Colorado, Iowa, Minnesota, North Dakota, New York, South Dakota, and Wisconsin;

In mid-August contact was made with representatives of the five states which formed our original geographic area of concentration (see Appendix B). These representatives were asked to attend a meeting at the Ethnic Cultural Center on August 31. Attending that meeting were:

- Richard Gage, State Social Studies Consultant for Iowa;
- Naomi Spaulding, State Social Studies Consultant for South Dakota;
- Angelita Dickens, American Indian Curricula Development Program; and
- Roger Wangen, State Social Studies Consultant for Minnesota.

At the August 31, meeting the state representatives were asked for input regarding sites for the leadership workshops, local contact people, local consultants, and ways of advertising the workshops. In the cases of North and South Dakota, these people felt that workshop sites should be changed from Dickinson, North Dakota, to Minot, North Dakota, and from Pierre, South Dakota to Rapid City, South Dakota. These adjustments in site were made, as was a change from Mankato, Minnesota, to Morris, Minnesota.

Each of the individuals at the August 31, meeting was asked to provide a list of local contacts and/or consultants. These lists were used as a starting point for initiating contacts in the local areas. Furthermore, these individuals were able to begin making some contacts in their states with individuals interested in the multi-ethnic training workshops.

During the project year additional contacts were made with interested individuals outside the five-state area. Two of these contacts resulted in workshops being conducted outside the initial area of concentration—New York, New York, and Boulder, Colorado. In both cases, the project staff and advisory committee felt that the deviation from the original plan of action strengthened the program.

C. <u>the identification of workshop sites and facilities</u>;

This process was a continuing concern to the project coordinator. Several factors contributed to this concern.

A great deal of cooperation was offered at most potential sites. A letter was sent to a representative at each potential site. In the cases of New York and Boulder, phone calls were sufficient to make the necessary site arrangements. Responses were received quickly for almost all sites. Those which were most expeditiously handled were:

Duluth, Minnesota;
Morris, Minnesota;
Omaha, Nebraska;
Ironwood, Michigan;
LaCrosse, Wisconsin;
Racine, Wisconsin;
Sioux Falls, South Dakota;

New York, New York; and
Boulder, Colorado.

Facilities and space were made available at each of these sites with a minimum of paperwork, etc. (As will be treated in section I.H., however, the availability of space and facilities did not always insure a successful workshop.)

Among the factors which interfered with prompt site identification were reticence on the part of some local contact people, the need for a rental fee in some cases, and contacts with people in inappropriate positions. These factors led to delays in establishing the availability of facilities and space at three sites and to a change of site in one case—from Davenport, Iowa, to Cedar Rapids, Iowa. Section I.H. will discuss some further site-related problems which occurred despite cooperation of local contacts in providing space and facilities.

D. cooperative efforts with local contact persons to prepare for the workshops;

The local contact people with whom the project staff worked varied considerably in degree of helpfulness. Some merely provided space and facilities and took no active role in preparing for the workshop; others assisted in all phases of preparation—identification of local consultants, recruitment of participants, etc. The local contacts listed below were of greatest assistance to the project:

- Naomi Spaulding, Rapid City and Sioux Falls;
- Michael Rockler, Omaha;
- Judy Byce, Duluth;
- Mary Jane Turner, Boulder; and
- Milton Gold, New York.

Each of these people helped to make arrangements for space and facilities, helped to recruit participants, contacted local consultants, and offered other assistance where necessary. (See Appendix B.)

E. the identification of and correspondence with potential local consultants;

At least one local consultant was used at each workshop. These consultants served to "tailor" the workshop more closely to local needs and interests. The consultants in most cases were recommended by the state representatives or by the local contact people. They were then contacted by phone or by letter. Final arrangements resulted in consultant sessions ranging in length from 45 minutes through five hours.

Many of the consultants distributed and/or demonstrated curriculum materials. Many discussed their own ethnic backgrounds. And one developed and conducted an ethnic field trip. Many of the consultants have been helpful in second-tier activities as well. (See Appendix C.)

F. advertising workshops and recruiting participants;

A brochure was sent to educational personnel in the areas surrounding the workshop sites. These brochures were mailed with letters to supervisory personnel encouraging participation. Some state representatives advertised the workshops in newsletters, etc., and some teacher organizations did likewise.

These efforts appeared to be most effective when combined with local efforts. It must be stressed that those workshops where local contacts were most active were the best attended workshops. This was especially true in New York, Boulder, Omaha, and South Dakota.

G. conducting thirteen multi-ethnic leadership workshops;

Workshops were conducted at the following sites:

Duluth, Minnesota;
Minneapolis, Minnesota;
Omaha, Nebraska;
Des Moines, Iowa;
Rapid City, South Dakota;
Sioux Falls, South Dakota;
Minot, North Dakota;
Grand Forks, North Dakota;
Boulder, Colorado;
New York, New York;
Cedar Rapids, Iowa;
La Crosse, Wisconsin; and
Old World Wisconsin (Eagle), Wisconsin.

In general, these workshops ran well and were very well received by participants. These observations are supported by the responses to the workshop appraisal form as summarized in the Final Evaluation and by comments from local contact persons. (See Appendices D and E.)

One major frustration has been the counting of participants. There are three ways in which such a count may be taken: 1) those people who sign up on the workshop roster; 2) those who submit plans of action; and 3) those who complete the appraisal form at the end of the workshop. The three different counts for each workshop are listed in the Final Evaluation on page 3. (See Appendix D.)

Several reasons may be offered for the numerical discrepancy. Many participants can not be released for the entire three-day period. Because the workshop focuses on supervisory personnel, this appears to have been a significant problem. Many participants had other obligations which overlapped the workshop. In some cases illness resulted in participants missing the final session. There were a few cases of different individuals from the same institution attending for one day each. Finally, the state department personnel from South Dakota will submit a cooperative plan of action at a later date.

Although the numbers of participants submitting plans of action have been somewhat disappointing, the quality of those plans has been high. Indeed, some of these plans led to very successful "second tier" activities, as described in section I.I.

H. the adjustment of workshop sites when required;

It was necessary to reschedule or otherwise adjust five scheduled workshops. The workshop originally planned for Davenport, Iowa, was moved to Cedar Rapids, Iowa, because of more favorable response from local contacts.

The Morris, Minnesota, and La Crosse, Wisconsin, workshops were rescheduled for later dates in hopes of recruiting larger numbers of participants. In the case of Morris, the workshop was cancelled for lack of interest. A workshop in Colorado was substituted. This workshop attracted more than fifty participants.

The Ironwood, Michigan, workshop failed to attract any participants. This seemed to be a function of the sparse surrounding population and the weather. An alternative site seemed to present itself when the project director was contacted by Dr. Milton Gold of Fordham University at Lincoln Center. Dr. Gold is currently working with a New York state teacher corps project. He requested this project's assistance in training key teacher corps personnel in New York. This possibility was discussed with the project advisory committee and received a favorable response. The workshop was held in New York on March 30 and 31.

Finally, the Racine, Wisconsin, workshop ran into a problem when the Racine teachers went out on strike. To avoid serious conflicts, that workshop was moved to Eagle, Wisconsin. It was held at Old World Wisconsin, an outdoor museum focusing on the various ethnic settlements of Wisconsin. This appeared to have enhanced the possibilities of attracting participants to that workshop; however, a teacher strike in Milwaukee had an especially detrimental effect on attendance.

I. cooperative efforts for "second-tier" follow-up activities:

Second-tier activities have been conducted in nearly all of the local areas served by this project. These activities have not all followed a workshop format. Some have included one-on-one consultations, presentations at local conferences, etc. Many of these second-tier activities focus on key change agents and seem to have a high probability of success. Additional second and "third-tier" activities have been planned in many areas. (See Appendix F.)

II. Comparison of Project Activities with Projected Accomplishments

According to the projected accomplishments, this training project was to have trained 260 participants by the end of the project year. As was pointed out in the Final Evaluation, 305 participants took part in the workshops. Unfortunately, not all of these individuals submitted plans of action. There appeared to be no possible way to insure that these plans were submitted; it was necessary to depend on the participants' willingness to complete the requested task. (See Appendix G.)

It had been expected that thirteen first-tier workshops would have been conducted by the end of May; thirteen such workshops were conducted. Furthermore, second-tier activities affecting at least 450 individuals have been or will be conducted. By the middle of the coming school year total second-tier participants will certainly exceed 650.

Finally, the responses to the workshop, although fewer than expected in number, were very positive. The appraisal forms have been analyzed by an outside evaluator and summarized in a Final Evaluation. (See Appendix D.)

III. Reactions to Local Consultants

As indicated in section I.E. above, several consultants were employed at the workshops. Their presentations were extremely varied, as was the reaction to these presentations. The workshop appraisal form asks participants to respond on two five-point scales—usefulness and interest (5 represents highest interest and greatest usefulness). A summary of the responses to the consultants at each of the workshops is presented below:

	Usefulness	Interest
Minneapolis	5.0	5.0
Duluth	4.6	4.6
Omaha	4.3	4.4
Des Moines	3.4	3.0
Sioux Falls	3.3	3.0
Rapid City	4.8	4.7
Cedar Rapids	4.75	4.5

	Usefulness	Interest
New York	3.83	4.17
Grand Forks	3.73	3.36
Minot	4.17	4.17
La Crosse	4.25	3.75

As is apparent from this summary, the consultants were generally perceived as interesting and useful. In the cases of Old World Wisconsin and Boulder, the consultants worked with the project activities and were, therefore, not evaluated separately.

IV. Advisory Council Participation

The advisory council for this project and the project staff enjoyed a close working relationship. At times members of the council called on project staff members for advice and professional assistance, while the project staff frequently sought the aid and advice of advisory council members.

In addition to the regular advisory meetings, the advisory council participated in this project in a number of ways. They assisted in locating local contact people and consultants at workshop sites. Advisory council members helped to advertise the workshops and recruit participants. And they assisted the project staff by providing additional resource materials to distribute to workshop participants.

V. Deviations from Program

In general, this project has followed the proposed program very closely. There are, however, three aspects in which some deviations seemed necessary: 1) workshop sites, 2) second-tier activities, and 3) number of participants.

The workshop sites originally proposed are listed below with the amended list of sites:

Proposed	Amended
Minneapolis, Minnesota	Minneapolis, Minnesota
Duluth, Minnesota	Duluth, Minnesota
Mankato, Minnesota	Boulder, Colorado
Council Bluffs, Iowa	Omaha, Nebraska
Des Moines, Iowa	Des Moines, Iowa
Davenport, Iowa	Cedar Rapids, Iowa
Sioux Falls, South Dakota	Sioux Falls, South Dakota
Pierre, South Dakota	Rapid City, South Dakota
Grand Forks, North Dakota	Grand Forks, North Dakota
Dickinson, North Dakota	Minot, North Dakota
Milwaukee, Wisconsin	Eagle, Wisconsin
La Crosse, Wisconsin	La Crosse, Wisconsin
Ironwood, Michigan	New York, New York

The changes in sites were made in response to several factors. In some cases there was greater demand at the new site than at the site originally proposed. This seemed to insure a greater number of participants and more extensive second-tier activities. Another important factor was the kind and extent of facilities. Eagle, Wisconsin, for example, was selected as a site rather than Milwaukee because of the outdoor ethnic museum, Old World Wisconsin. Also, Eagle is only a one-hour drive from Milwaukee. Timing was a third important factor in arranging for sites. Some times appeared to be better suited to attracting participants at particular sites. The winter weather and driving conditions were key considerations in such timing. Finally, ethnic populations and school enrollments influenced final site selection. The state representatives tended to favor sites with the greatest minority populations.

The proposed second-tier activities to be conducted by first-tier participants were to follow a workshop format, and each first-tier participant was to conduct such a second-tier workshop. This was overly optimistic, and it has become apparent that a workshop format is too restrictive. Participants may influence the educational process through a number of other channels—text-book adoption committees, parent-teacher organizations, one-to-one consultations with fellow teachers, etc. It has, therefore, become necessary to expand the scope of what may be considered "acceptable" second-tier activities. Furthermore, it is more reasonable to expect one or two cooperative second-tier activities at each site. Even with such activities 450 second-tier participants have been served. (See Appendix F.)

The question of how to tally workshop participants was a serious concern. There were many workshop participants who did not, for one reason or another, attend the entire workshop, who did not submit plans of action, or who did not complete appraisal forms. There seemed to be no easy solution to this problem; as a result, the project staff continued to identify project participants in three ways—number signing workshop roster, number submitting plans of action, and number completing appraisal forms.

Finally, it should be noted that this project was very successful in helping to establish a network of individuals who are interested in multi-ethnic education in the Upper Midwest, as well as in other parts of the country. This network will certainly continue to function to expand the scope of multi-ethnic curriculum efforts in the future.

APPENDIX A

Sample Advisory

Committee Documents

ADVISORY COMMITTEE (1976-77)

Deininger, Dr. Marian 545-2003
Upper Midwest Ethnic Studies Assoc.
1100 No. Evergreen Lane
Minneapolis, MN 55441

Doby, Velma 822-6988
Twin Cities Finnish-American
Historical Society
3900 Park Avenue
Minneapolis, MN 55407

Esteros, Dr. Gertrude 373-1015
Minnesota Project on Ethnic America
Design Dept. College of Home Economics
University of Minnesota
St. Paul, MN 55101

McNeil Hall - 220

Hoyle, Robert
International Institute of Minnesota
1690 Como Avenue
St. Paul, MN 55108

Johnson, Harry 827-3611
Sons of Norway
1455 W. Lake Street
Minneapolis, MN 55408

Leonard, Sr. Rose 722-9701
St. Helena's School
3204 East 43rd Street
Minneapolis, MN 55406

McKee, Sallye C. 824-7827
300 E. 48th Street
Minneapolis, MN 55409
(Institute for Urban Education,
Macalaster College, St. Paul)

Moorman, Ms. Marilyn J. 927-6406
3151 Chowen Avenue South
Minneapolis, MN 55416

Horowitz, Sam (or)
Ryweck, Morton W. 338-7816
Jewish Community Relations Council
15 So. 9th Street
Suite 400
Minneapolis, MN 55402

Shellum, Mrs. Reiko 332-3848
Minnihon Arts Center
924 - 2nd Avenue South
Minneapolis, MN 55402

Vecoli, Dr. Rudolph J. 373-5581
Immigration History Research Center
University of Minnesota
826 Berry Street
St. Paul, MN 55114

Wangen, Roger 296-4076
State Social Studies Consultant
Minn. State Dept. of Education
649 Capitol Square Building
St. Paul, MN 55101

Westerberg, Dr. Wesley M. 871-4907
The American Swedish Institute
2600 Park Avenue
Minneapolis, MN 55407

SONS OF NORWAY

International Headquarters • 1455 W. Lake St., Minneapolis, Minn. 55408 • 612/827-3611

HARRY JOHNSON, General Manager, Fraternal Services

March 1, 1977

Mr. Christian K. Skjervold
Project Director
INTERGROUP EDUCATION
Ethnic Cultural Center
1201 University Avenue Northeast
Minneapolis, Minnesota 55413

Dear Mr. Skjervold:

Thank you for the opportunity to put into writing some few comments in the nature of a mid-year evaluation of the Minneapolis Multi-Ethnic Curriculum Development Project. From the reports given by you and Mr. Bruce Tipple, I as a member of the Title IX Advisory Committee for the project, have been pleased to note the fine progress to-date with the series of in-service programs for curriculum leaders in the Upper Mid-west. As a former classroom teacher, I am particularly pleased to observe that teachers attending these in-service programs have recorded most positive reactions.

Two observations may be of some value:

> I am impressed by the evaluatory comments written by program participants and note an over-tone of gratitude. This gratitude appears to be not only for the classroom materials which have become available but also for the demonstration of their use.
>
> More importantly, perhaps, I am most impressed by the individuals who have conducted these workshops. Their enthusiasm and positive approach can only have been highly infectuous. It appears that this will shortly translate itself into many classrooms.

It can only be added that it is our hope that some of the minor "frustrations" experienced by the workshop leaders will resolve themselves. If there is anything our office can assist with - such as area contacts with respect to "advance contacts", for example - please do let us know.

Sincerely and fraternally,

Harry Johnson

Harry Johnson, General Manager
Fraternal Services

HJ/bjh

Preserving a Heritage/Insuring the Future

THE STATE HISTORICAL SOCIETY OF WISCONSIN

816 STATE STREET MADISON, WISCONSIN 53706 / JAMES MORTON SMITH, DIRECTOR

OLD WORLD WISCONSIN
Route 1 Box 12A
Eagle, WI 53119
(414) 594-2116

February 11, 1977

Miss Velma M. Doby, Coordinator
Finnish-American Ethnic Studies Committee
The Ethnic Cultural Center,
1201 University Avenue, N.E.
Minneapolis, Minnesota 55413

Dear Miss Doby:

Recently, we received some materials on Leadership training in a multi-ethnic curriculum. In June of 1975, I attended an Ethnic Symposium in Burnsville, Minnesota, whereby we learned of the Ethnic Cultural Center. I wish Milwaukee, Wisconsin had a similar offering for teachers so that ethnic studies in the public schools could be advanced.

Unfortunately, we received the announcement of your program in Ironwood, Michigan much too late for us to participate. Also, I do not know just how we would fit into such a program. However, Old World Wisconsin, being an outdoor museum focusing on the various ethnic settlements of Wisconsin, certainly has a lot to offer the school teacher. We have a good number of visiting school groups during our operating season.

The inquiry form you sent to us is filled out; however, I would like some guidance as to how we might be of assistance at these leadership training sessions. Also, the dates of the sessions in La Crosse and Milwaukee (those we could participate in), will determine our ability to participate.

If you are not able to provide the information we need yourself, please refer this letter to the appropriate party at the Ethnic Cultural Center. Enclosed is a brochure describing our museum. Thank you for your assistance.

Sincerely yours,

Steven L. Stearns
Curator of Interpretation

SLS/lsh
Enclosure

APPENDIX B

Sample Correspondence

from

Site Contact Persons

institute for minority studies
UNIVERSITY OF WISCONSIN - LA CROSSE • LA CROSSE, WISCONSIN 54601
608/784-6050
Ext 566

TO: Interested Teachers - Elementary and Secondary and Curriculum Personnel

FROM: Mort Morehouse - CESA #11
Sara Bentley - Institute for Minority Studies, UW-L

RE: Title IX Ethnic Heritage Studies Workshop

Teachers from the Minneapolis School District will be at UW-La Crosse's Minority Learning Resource Center to conduct a workshop on Ethnic Heritage for classroom teachers and curriculum supervisors. The workshop will be conducted May 6 and 7. This workshop was designed by teachers. Its purpose is to help teachers and curriculum supervisors understand ethnic issues and assist them in planning lessons and developing materials appropriate for the study of ethnic heritage, including local ethnic groups.

The enclosed brochure explains the workshop quite well. One important change should be noted. The La Crosse workshop will be conducted in two days, not three as listed in the brochure. The schedule is as follows:

Friday, May 6 2:00 - 10:00 p.m.
Saturday, May 7 9:00 - 5:00 p.m.

Place: Minority Learning Resource Center
Main Hall, UW-La Crosse

Please return the enclosed post card by April 29. Attendance is limited to 25 people so please return the card promptly. If you are interested in University Extention credit, please indicate so on the post card. We will try to make arrangements to have credit available.

If you have any questions, please call Mort Morehouse (AC 608, 784-0518) or Sara Bentley (AC 608, 784-6050, Ext. 382).

MM/SB:ls
enclosures: post card
brochure

APPENDIX C

Sample Consultant Materials

institute for minority studies
UNIVERSITY OF WISCONSIN - LA CROSSE • LA CROSSE, WISCONSIN 54601
608/784-6050
Ext. 566

May 10, 1977

Mr. Bruce Tipple, Coordinator
Five State Training Project
Minneapolis Public Schools
1201 University Avenue N.E.
Minneapolis, MN 55413

Dear Mr. Tipple:

I write as a follow-up to the workshop of last week Friday and Saturday, "Leadership Training in Multi-Ethnic Curriculum," and particularly to compliment your workshop leaders. They did an outstanding job. My own presentation was held on Friday at 6:30 p.m. While the group was very small, I felt the session went well and the participants were very enthusiastic.

My own presentation focused on four items:

1. The Institute for Minority Studies and the Annual Conference on Minority Studies at UW-La Crosse.
2. The National Association of Interdisciplinary Ethnic Studies.
3. Minority Resource Center at UW-La Crosse.
4. Local resources in the La Crosse area related to Ethnic Studies.

If I can be of further service to your project, please let me know; or if you have questions on the local session, please contact me. Thank you for asking me to participate.

Yours sincerely,

George E. Carter
George E. Carter
Director, Minority Studies

GEC/pt

UNITS OF STUDY

There are five units in the Junior High Plains Indian Curriculum:

Circle of Life

A composite of social customs.

Peace Pipe

An introduction to religion.

Plains Indian Arts & Crafts

Tools, weapons and handicrafts from nature.

Indian Country

Histories of five northern plains tribes.

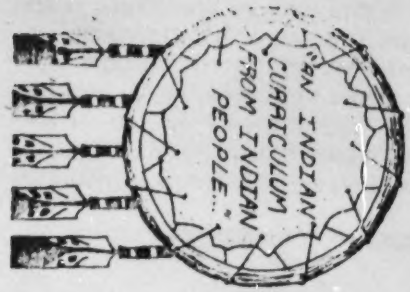
A Feather to Each

Biographies of past and present leaders.

Fourteen 11 x 17 portrait posters are included with A Feather to Each.

A teacher's guide offers suggestions for discussion questions and relevant activities for each unit. The questions contained in the manual are conceptual rather than factual, so that students may grasp a real insight into Indian philosophy.

An Indian Curriculum From Indian People



AMERICAN INDIAN CURRICULA
DEVELOPMENT PROGRAM
U.T.E.T.C. – 3315 S. AIRPORT ROAD
BISMARCK, NORTH DAKOTA 58501

THE AMERICAN INDIAN CURRICULA DEVELOPMENT PROGRAM

one of the branches of United Tribes Educational Technical Center, proudly announces the first complete Northern Plains Indian course of studies for grades 6-8.

THE AMERICAN IND... CURRICULA DEVELOPME... PROGRAM

began in 1972, is a branch of United Tribes Educational Technical Center, a non-profit, tax-exempt organization totally controlled by Indian people.

The main objective of the program has been to develop Plains Indian Social Studies curricula and teacher-training relevant to the education of Indian and non-Indian students in all elementary and secondary schools of North Dakota.

Other objectives of the program are:

1. To assist educators to better understand the Indian in the classroom.
2. To develop new and effective teaching techniques to be used in the instruction of Indian students.
3. To provide in-service training for teachers of Indian studies.
4. To bridge the cultural gap between the Indian and non-Indian.
5. To promote respect for other minority cultures through Indian cultural awareness.

The development of these materials was accomplished by interviews with Indian elders, consultants and research done by AICDP staff members.

The American Indian Curricula Development Program is now making plans to begin units of study concerning Contemporary Indian issues for grades 9-12. When completed, they will be available to your school. Many schools are already using the K-5 curricula materials. If needed, additional kits may be purchased from

TEACHING SECOND LANGUAGES: METHODS AND MATERIALS
A WORKSHOP TO BE OFFERED AT
MARY COLLEGE
6 - 17 June 1977

Objective of the workshop.

To describe and give practice in the principles, techniques, and materials for teaching Indian languages, major European languages, and English as a second language at the elementary and secondary grade levels.

Placement and credit:

Open to juniors and seniors for 2 semester hours.
Classroom teachers are welcome. It is possible that they can receive graduate credit.

Prerequisites: (choose the appropriate situation)

1. *Indian languages: be able to speak the language to be taught.*
2. *European languages: at least one year of college study in the language to be taught.*
3. *English: no prerequisite. It is assumed that college students and/or classroom teachers speak, read and write English at an acceptable level.*

Teaching staff:

The teaching assignment will be shared by a team of faculty members from several divisions and programs at Mary College: Indian Languages Program, Education Division, and the foreign language department of the Humanities Division. Teaching methods will include lecture, demonstration, visual instruction, language laboratory work, and practice by the participants. The coordinator is Janet Beltran of the Indian Languages Program.

Costs:

Tuition: undergraduate: $15.00 application fee
80.00 for a 2 semester hour course
50.00 audit fee for a 2 semester hour course

graduate: 85.00 for a 2 semester hour course

Accomodations: (example)
7 days single room and board $98.00

Note: The workshop covers 10 schooldays.

Textbooks: available at the college book store: about $13.00

Registration:

Monday, 6 June 1977, at 9 a.m. Students are urged to preregister by mail.

To preregister, or for further information, write:
The Registrar
Mary College
Bismarck, ND 58501

Information
on a
Proposal to Implement Indian Studies
in
North Dakota

Q. *What kind of program is being suggested?*
A. *There are two suggested programs. The first is the possibility of offering an Indian Studies/Indian Languages major at Mary College. The second is the possibility of issuing a credential in Indian Studies/Indian Languages by the North Dakota Department of Public Instruction.*

Q. *How could a student use an Indian Studies/Indian Languages (IS/IL) major?*
A. *He could teach Indian Studies and/or Indian Languages in the elementary grades orin high school.*

Q. *What courses in addition to a major in IS/IL would the student preparing to teach in elementary school take?*
A. *To prepare to teach in elementary school the student would take a double major, IS/IL and elementary education.*

Q. *What courses in addition to a major in IS/IL would the student preparing to teach in high school take?*
A. *To prepare to teach in high school, the student would take a double major, too. He would combine a major in social and behavioral sciences with the IS/IL major and add secondary education coureses required for secondary certification.*

Q. *Upon completion of these courses of study, would the student teach only IS/IL?*
A. *No. The student would have fulfilled all the requirements to be a regular classroom teacher in the elementary grades or a social sciences teacher at the secondary level.*

Q. *What is the purpose of the proposed credential in IS/IL issued by the North Dakota Department of Public Instruction?*
A. *To insure the quality of instruction in the area of Indian Studies and Indian Languages. In order to receive the IS/IL credential, the person must be a certified teacher (elementary or secondary) who has demonstrated a knowledge of IS/IL by completing a set of courese in this area.*

Q. *Would it be possible for already certified teachers to receive the IS/IL credential?*
A. *Yes. They could qualify by taking the IS/IL courses required for the credential.*

Q. *Where could they take the courses?*
A. *At Mary College during summer session or at any college or university offering them.*

Q. *Who would hire a teacher with an IS/IL credential?*
A. *Such a specialist could be hired by a school or school district seeking a person to serve as a special teacher in IS/IL and as a resource person for classroom teachers. He could also be employed as a regular elementary classroom teacher or as a secondary level teacher of social studies by a school or school district that wants to introduce IS/IL in at least one grade level, or in one set of social studies courses.*

Q. Why is this program necessary?

A. Interest in IS/IL has been growing in North Dakota. Examples in the present legislature are the Indian Studies curriculum bill and the concurrent resolution suggesting a minimum of 3 semester hours (or equivalent) for future teacher certification. However 3 hours will not prepare a person to teach a subject area. This is especially true when, as in IS/IL, there is little formal material available.

Q. What responsibilities would a certified teacher holding a credential in IS/IL be able to assume?

A. A person with elementary certification and an IS/IL credential will be able to

1. teach elementary grade children to speak, read and write at the basic level one of the Indian languages spoken in North Dakota.
2. teach elementary grade children topics in social studies, science, language arts, literature, art and music that are related to the Indian tribes now living in North Dakota.

A person with secondary certification and an IS/IL credential will be able to

1. teach secondary level students to speak, read and write one of the Indian languages spoken in North Dakota.
2. teach secondary level students an interdisciplinary course in Indian history, sociology, literature, art and music appreciation, government, economics and religion which emphasizes the tribes now living in North Dakota.

A person with certification at either level and an IS/IL credential will be able to

1. advise the local education community (school or district) in multicultural education and coordinate the integration of Indian Studies into the existing curriculum.
2. act as liaison between school and community to further community participation in the Indian Studies program.
3. write supplementary materials in IS/IL for use at the local level.
4. prepare supplementary audio-visual materials in IS/IL for use at the local level.

Q. What specific courses would be offered in the IS/IL major to prepare teachers for the IS/IL credential?

A. 1. At the elementary level, the IS/IL major would be a double major in conjunction with the regular elementary education major. The IS/IL major would consist of these courese which add up to 34 semester credits. All but "Second Language Methods and Materials" are 4 credit courses.

Native American Culture and Language
Introduction to Indian Studies
Native American Religion
Native American Languages - a survey
Language I (Sioux, or Arikara, or Hidatsa, or Mandan)
Language II (continuation of one of the above)
Second Language Methods and Materials (2 credits)
Contemporary Native American Society
Multicultural/Multilingual Education.

2. At the secondary level, the IS/IL major would be a double major in conjunction with the Behavioral/Social Sciences Major. The IS/IL major would consist of these courses which add up to 42 semester credits and includes a minor in an Indian language. All but "Second Language Methods and Materials" are 4 credit courses.
   Native American Culture and Language
   Native American Languages - a survey
   Language I (Sioux, or Arikara, or Hidatsa, or Mandan)
   Language II
   Language III } (continuation of one of the above)
   Language IV
   Introduction to Indian Studies
   Contemporary Native American Society
   Second Language Methods and Materials (2 credits))
   Native American Religion
   Multilingual/Multicultural Education

   The Social/Behavioral Sciences component of the double major would include these 4 credit courses:
   American Government and Politics
   History: U.S. Colonies to Young Republic
   History: Sectionalism, Civil War and Reconstruction
   History: U.S. Growth to World Power

   And, in addition to 20 semester credits in the regular secondary education sequence, these courses totalling 10 semester credits would be required:
   Individual Instruction
   One-to-One Teaching Experience
   Audio-visuals; Theory and Practice
   Reading Methods and Materials
   Tests and Measurements

Q. Would an IS/IL minor be offered?
A. Yes. It would be a minor in Indian Languages. It would consist of 26 semester credits in these courses:
   Language I (Sioux, or Arikara, or Hidatsa, or Mandan)
   Language II
   Language III } (continuation of one of the above)
   Language IV
   Second Language Methods and Materials (2 credits)
   Multilingual/Multicultural Education
   Native American Languages - a survey

Q. Are any of these courses presently offered at Mary College?
A. Yes. Currently there is a Native American Studies Minor. All of the courses listed above for the proposed IS/IL major are being taught except: Multilingual/Multicultural Education, Hidatsa and Mandan, and advanced courses in Sioux and Arikara. Beginning Arikara is being offered this semester.

Q. If the proposals were to be accepted, when would a IS/IL specialist be available for employment?
A. In about 4 years.

INDIAN STUDIES/INDIAN LANGUAGES PROGRAMS IN NORTH DAKOTA

Write TRUE or FALSE in front of each statement.

_____ 1. North Dakota teachers are required to take a minimum of 3 semester hours of Indian Studies to qualify for certification.

_____ 2. Most North Dakota colleges and universities offer a major or minor in Indian Studies.

_____ 3. At present, the State Department of Public Instruction does not offer a credential as Indian Studies specialist.

_____ 4. According to a 1971 survey, Indian college students in North Dakota gave high priority ratings to the study of Indian languages.

_____ 5. Each college or university in North Dakota offers at least one semester of an Indian language.

_____ 6. Commercial textbooks in the field of Indian Studies/Indian Languages are not available at this time.

_____ 7. Indian Studies/Indian Languages curriculum guides and materials are available from the Department of Public Instruction.

RECOMMENDATIONS FOR THE IMPROVEMENT OF SCIENCE AND MATHEMATICS EDUCATION FOR AMERICAN INDIANS

developed by

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and

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Recommendations for the Improvement of Science and Mathematics Education for American Indians

INTRODUCTION TO THE PROBLEM

Of all minority groups in the United States, American Indians are the most poorly represented in the natural sciences, the health sciences and mathematics, yet native peoples are the most needful of any minority group of improvement in the status of their health, education, and social welfare. Indian health needs are generally well-known, as are the grim facts of Indian underachievement in education, but other needs beyond basic health care delivery and education exist in plenty. The necessity for more Indian professionals in all fields and for economic development throughout the native world tie the major areas of concern together. Most land-based Indians are in a serious struggle for the retention and development of the land they own, and in that struggle lies a potential for economic development which can change health care and education patterns for the better. Thus, native engineers, geologists, hydrologists, resource planners and managers, conservationists, foresters, agronomists, aquaculture specialists, chemists, geneticists, animal husbandry specialists, botanists--all are needed for resource development, management, and planning on Indian lands. And Indian teachers and programs in these fields are needed to raise the general educational level of Native people, as well as to provide training for meaningful career options for all Indians, rural, urban, land-based and not.

A majority of Indian college students choose the social sciences or education as major fields.[1] A large percentage of those in the social sciences are directed toward the applied "helping" fields like social work or law. Business majors are on the rise, but areas like the humanities and applied arts remain as low choice areas unless combined with an education major. The combination of a social science major with Native American Studies is a common route where such programs exist. The science or mathematics majors are rare except in the selective colleges where the Indian science students seem to enter preprofessional tracks like pre-medical or pre-dental.[2] Since elementary education is more often chosen by Indian students than secondary education, few develop specialty areas like science and mathematics. While there are increasing numbers of undergraduate students entering the biological and health sciences, there are still very few mathematics, physics, physical chemistry, computer science or geology majors appearing in the small pool of those undertaking scientific and technical education.

Awareness of these enrollment patterns and of the need for trained professionals in the native communities has led to the establishment of special programs to attract Indian students to science and technology. A recent AAAS publication, An Inventory of Programs in Science for Minority Students, 1960-1975, describes these programs and places them in the perspective of nationwide efforts for minorities in these fields.[3] There are programs in engineering, medical sciences, resource development,

and career counseling. Some are university level degree courses; some are summer enrichment programs; some are adult training projects. A few are sponsored by the universities (often with federal or other outside financial assistance), others by industry, tribes, state governments and urban Indian councils.

These programs have begun to address the complex problems of changing the pattern of Indian underrepresentation in the sciences and technical fields. They account for most of the current students of science. Most of these programs, however, are in engineering and the biomedical sciences. At present there are no identified special programs for American Indians in physics, chemistry, computer science, or the geological sciences, though a proposal for a physics program is under development at a major state university.

These programs are generally small in enrollments, and, in any case, not impacted on by the number of Indian professionals which also remains small. Among those who have identified themselves as holding a terminal degree in their field are less than one hundred in medicine, two hundred in engineering, five hundred in nursing, and perhaps fifty in the biological and physical sciences.[4] The number in allied health fields is not yet determined, but is probably under two hundred.

The continuing nature of the problem is underscored by the low numbers of science teachers and professors who are themselves Indian[5] and by the low number of current science students who intend to teach at any level.

AAAS PROJECT ON NATIVE AMERICANS IN SCIENCE

Having been made aware of the general nature of these problems by its Committee on Opportunities in Science and in particular by its advisory Panel of Native American scientists, the American Association for the Advancement of Science (AAAS) made the improvement of science education for Native Americans a priority effort.[6] In addition, the governing bodies of the Association recognized the contributions of Native Americans to science, engineering and medicine and urged the serious scholarly study of those accomplishments.[7]

With support from the Educational Foundation of America, the AAAS was able in December 1975 to establish the Project on Native Americans in Science and to provide it with full-time professional staff. As director of the project, Dr. Rayna Green's initial responsibilities were several: to conduct a pilot study that would elucidate the barriers obstructing the entry of American Indians into science; to work with other Indian scientists, educators and organizations in exploring the possibility of cooperating with them, especially on the improvement of science and mathematics education and on the development of Native American faculty in the predominantly Indian institutions; and to collect and share with others the existing information on science education for Indian students.

At the heart of these activities lies the report on The Barriers Obstructing the Entry of American Indian Students Into the Natural Sciences. The intensive field interviews required for that study, two meetings of native advisors at the AAAS in Washington in 1976, and many other consultations with individuals and organizations, have led to the formulation of the recommendations in this report. Some fo them are necessarily a call for further, more detailed assessment and planning, but we believe that the needs and the general outline of the remedies are clear. So also, in some instances, are the responsibilities clear. The following recommendations will serve as the basis for continuing discussion across the country of the practical need to improve science and mathematics education for Indian students, a discussion stimulated this year by the initial inquiries we have made.

RECOMMENDATIONS

The following recommendations have been grouped and focused at three different levels of education. A fourth group, more general, more policy-oriented and more national in scope, is aimed at responsible governmental agencies and professional and other organizations. In the discussion of educational needs, we have addressed ourselves both to specific types of programs as well as to characteristics we believe generally useful. The recommendations are based both on what appears to work and on what appears to be worth trying. And much of what is recommended in addition is based on extrapolation from what students say works for them and from what program staff say has the most success. The various indications posited in the synopsis of findings in The Barriers... report have given the clue to the kinds of programmatic suggestions and statements of need given below, thus, much of the supporting evidence for each statement is to be found in that report. Examples of types of programs, program components or outreach are given here as example and as a stimulus for discussion.

PRECOLLEGIATE PROGRAM NEEDS

Most Indian students never get to college, so education, recruitment and counseling needs must be met at the precollegiate level if we seek to increase the pool of Indian students from which scientific and technical workers can be drawn. The Inventory... shows only twenty-three programs in science specifically targeted for native students and eighteen of them are at the collegiate or professional level. There are undoubtedly many more worthwhile efforts by individual schools and teachers of which we are not yet aware, but that does not contradict the general finding that the major programs are found where the outside money, mostly federal, is available.

Two themes have run so consistently through every meeting, consultation and interview that they demand attention in any set of recommendations. First, the felt and stated need among Indian scientists and educators is for applied science, for trained personnel who can assist Indian communities in solving real problems. Second, we hear reiterated the need for counseling,

not only for students, but also for their teachers, counselors and families, on the utility of science and the employment opportunities in scientific and technical fields.

The school systems themselves have primary responsibility in the areas discussed, but they are entitled to advice and assistance from public and private funding agencies and appropriate professional organizations.

Recommendations

1) An assessment of science and mathematics education in schools serving Indian students. Such an assessment should catalogue and evaluate offerings and productivity in predominantly Indian schools. They would be evaluated against the needs of the communities for informed citizenry and professional personnel. The assessment should take place in the regional areas administered by the Bureau of Indian Affairs (BIA), in tribally and other Indian-controlled school systems, and in other rural and urban systems heavily impacted by native populations. The Navajo science education assessment now being organized is an example of the necessary initiative. The BIA, tribes, and school boards of these systems bear the responsibility in this area, but they clearly should have the encouragement and support of federal programs that support education and the cooperation and advice of the professional associations with experience and interest in science and mathematics education, e.g., American Association for the Advancement of Science, National Council of Teachers of Mathematics, National Science Teachers Association, American Association of Physics Teachers, National Association of Biology Teachers, et al.

2) Integration of essential characteristics of successful approaches to Indian education in science and mathematics. Even while the assessments are going forward, schools can begin to adapt to their own varying circumstances the approaches that give greatest promise of success:

A. Courses organized around the science of everyday experience in primary school introductions to science and on the secondary level as elective courses for science and non-science majors. Courses should particularly focus on the environmental aspects of the daily life of the particular group of students, with special attention paid to the historical and contemporary living situations of Indian peoples. (For example, whole courses could focus around the ecology of a tribal reservation area or on an urban environment, and parts of courses could be devoted to nutrition, to natural resource development and its effects on the natural and human environments, or to the technologies used to effect resource development.) Outreach components of such courses could be developed which would seek to involve members of the community in the learning process, and these would most likely be successful where specific decisions about scientific and technical matters (i.e., strip mining on Indian land) make an an increased science literacy more important. This approach can be combined with standard programs emphasizing hands-on laboratory, experienced-based instruction, such

Science Curriculum Improvement Study (SCIS), Science--A Process Approach (SAPA), Elementary Science Study (ESS), etc. On the secondary level it can be realized in work-study situations.

B. Bilingual science and math instruction. Bilingual techniques must be used where language retention is maximal, particularly on the elementary levels. Bilingual science and math instruction depends on the production of curriculum and native language scientific and technical dictionaries, and will have to be produced through the cooperation of scholars and members of the community. The bilingual education must not, however, be just a matter of translation, but one which involves genuine respect for the Indian culture and which takes into account the learner characteristics of native students. Teacher-training institutions must give attention, in both pre-service and in-service training, to attitudinal as well as linguistic matters.

C. Concentrated attention to math deficiencies. Mathematics competence has been identified by everyone consulted as absolutely essential, and at present, constitutes a primary barrier to general and science-specific education. Two approaches will be helpful. First, the techniques developed to overcome "math anxiety"[8] should be explored for their applicability with Indian students, both male and female. They could be undertaken as part of individualized instruction or tutoring, or made part of regular mathematics courses. Second, individualized mathematics instruction and/or tutoring should be tried in a number of different settings. They may be particularly useful for beginning courses in general mathematics, algebra and geometry, but can later be adapted to trigonometry, calculus, etc. They may be especially useful when combined with tutoring and particularly helpful when students act as tutors. Standardized programs or programs developed for a particular situation can be used with expectations for improvement.

D. Incorporation of ethnoscience. The outstanding experience of some teachers of the Navajo, using an ethnoscientific approach to teaching high school science,[9] recommends this approach to teaching in other tribal areas. Where traditional modes of Indian scientific inquiry are still functional and operative and where native specialists (herbalists, astronomers, healers, diagnosticians, etc.) can take part in the sharing of knowledge with children, this approach should work well. Programs should draw heavily on the knowledge of members of the community when their knowledge can be shared (for example, when it is not specialized knowledge meant only for clan initiates or healers-in-training) and on the "discovery" skills of the students themselves. Utilization of these materials and persons should not be restricted only to all Indian schools, for they can be equally instructive to non-Indians and can contribute also to their respect for Indian traditions. Such programs would require specialized teacher training both in ethnoscience content and methodology. In addition, the much desired tribal and regional adaptations of general methodologies would have the added benefit of involving the local community in preparation of materials and activities for the courses, and raising community appreciation of the need for science and math instruction.

E. Taking advantage of working experience. Among college students committed to scientific and technical careers, practical experience, usually as a paid worker, was often the basis of a career decision (see The Barriers...). For most students that experience was post-secondary. Opportunity should be taken also by secondary school science educators to provide meaningful practical exposure to the scientific and technical world of work.

F. Academic and career counseling. According to The Barriers... study, most Indian college students, in or out of science, feel that they have been their own counselors. Better career information, associated especially with academic counseling and the course selection process, could only be a plus. These should be separated from personal and especially disciplinary counseling and preferably vested in an Indian counselor or other person with whom native students can readily relate. Career counseling could usefully be combined with work-study programs developed in the community and summer career health/science enrichment programs available to students through universities or efforts funded by businesses and foundations.

G. Identification-recruitment programs. Secondary schools should accept responsibility for locating and placing Indian students in post-secondary programs in cooperation with state universities and community colleges and special science and technical programs in those institutions; tribal career development staff; Indian professional associations; parent-school committees; federal and Indian-controlled institutions; federal programs and agencies (Upward Bound, the Armed Services, Vista, etc.); and teaching, counseling and extracurricular personnel in the schools.

NEEDS AT THE COLLEGIATE LEVEL: PROFESSIONAL AND PREPROFESSIONAL TRAINING

Two valid generalizations from AAAS findings have special significance for collegiate level programs to recruit Native Americans to scientific and technical fields (see the Inventory... and The Barriers...). First, it is absolutely clear, if ever there were a doubt, that special programs, funded and organized to attract and support Indians into non-traditional fields, do work and are responsible for a large proportion of Indian enrollments in health and engineering. Second, for the science students interviewed in The Barriers... study, on-the-job experience--in the army, in hospitals, etc.--seemed to be the single most important career determinant. Efforts to increase the number of Indians entering non-traditional fields should capitalize on this knowledge.

The recommendations in this section are aimed toward the federal agencies that have, or could, support special programs and toward the higher education institutions that have large concentrations of Indian students and who must take on continuing responsibility for institutionalizing and supporting special programs. Among those, the ones that are predominantly Indian in their enrollment have special needs and mission. The recommendations should be heeded also by appropriate professional associations.

Recommendations

1) Existing special programs in the health sciences and engineering deserve continued support. These programs have amply illustrated that it is possible to attract students to non-traditional careers even in the absence of any role models or previous acquaintance with the profession, providing the programs are well designed, staffed and funded. They must not be allowed to die as so many special programs for minorities have, just when they are beginning to achieve their promise (see the Inventory...). This means that (1) federal agencies, private foundations and corporations must maintain an adequate level of support and (2) the higher education institutions must themselves assume responsibility for continuing the experience their staffs have acquired.

2) Special programs must be established in fields where they do not now exist--in the physical sciences, in mathematics, in resources development. The operative programs are almost all in the health sciences and engineering, where they have been stimulated and supported by the National Institutes of Health (NIH), and by selected private foundations and corporations. Other federal agencies that have responsibility in these areas (National Science Foundation (NSF), Energy Research and Development Administration (ERDA), U.S. Department of Agriculture (USDA), Environmental Protection Agency (EPA), et al.) must increase their roles in their fields. Private foundations and corporations in related industries must do their part. Professional associations must be advocates, advisors and assistants.

Into these programs must be integrated the kinds of techniques, discussed on the precollegiate level above, that show the greatest promise, most importantly meaningful work-study arrangements, culturally sensitive instruction and materials, mathematics anxiety therapy, and hands-on and individualized instruction. Cooperative, intern, and teaching assistant components should be structured into programs wherever possible, and they should attempt to develop affiliation on a regular basis with business, inudstry, government, state, local agency projects in the field to achieve maximum student identification with career options and work in the "real world." Like most successful biomedical sciences programs, mathematics and physical sciences programs should take a team-based approach along with an applied focus. In the physical sciences programs, mathematics instruction should be adapted for use in the specific field and applied to real rather than abstract problems ordinarily encountered in the field wherever possible. Physical sciences programs as well should be directed toward problem-solving, with heavy emphasis on contemporary Indian educational and resource and economic development needs. In natural resources and conservation fields, the most needed and least represented in program development, new programs should be based on Indian needs and problem-solving in applied situations.

3) Greater efforts should be directed at identifying and recruiting Indian students for participation in special programs for minorities in scientific and technical fields. Post high school certificate and precollegiate high school programs should be undertaken as a joint effort of post-secondary institutions with special programs and local secondary institutions which serve native populations. The target groups are an

Indian adult population with a gap between high school certification and proposed entry into collegiate work and a high school student population with a demonstrated readiness for advanced work.

4) Teacher-training and counselor-training institutions must increase their production of graduates and in-service trainees who can tackle science and math inadequacies of Indian students at the precollegiate level. Teacher and counselor training programs involved in preparation and in-service training programs of personnel for Indian communities must increase their emphasis on the utility and importance of math and science, and must develop knowledge and cultural sensitivity in trainees that will make them effective helpers in Native American communities. Training should take the form of a special area of focus in the general education degree or be a special program especially for minority/Indian students. Programs should be directed also to the "science literacy" of the community as well as toward general teacher education. Higher education institutions must be joined in this task by relevant professional associations (National Science Teachers Association (NSTA), American Personnel and Guidance Association (APGA), etc.).

5) The role of the predominantly Indian institutions in all of these endeavors must be sharpened and enlarged. This group includes three federal institutions, one religious-based school, and thirty-four tribal or local institutions. Most are new, are community or other two year colleges. Only a few offer anything in the way of science or demonstrate any special awareness of needs in the science and mathematics area. Others recognize the needs, but because of budgetary and personnel constraints are unable to implement a program. The Indian education associations and the scientific professional societies should play a role here in advocating the development of relevant math and science programs and in facilitating the meeting and planning necessary to enhancing their role and effectiveness.

NEEDS AT THE GRADUATE AND PROFESSIONAL LEVEL

Minority scientists and educators know from experience and from other explorations of the problem[10] that the minority science students, including Indians, who enroll in graduate programs are, by definition, a specially self-selected motivated and able lot. In short, to have overcome so many barriers and to have gotten that far, they necessarily possess all of the usual attributes of academic success plus some others. At this level they may well need, however, four kinds of help: (1) financial support that comes from minimum economic guarantees, (2) psychological support from a sufficient number of fellow Indian students, and staff or community contacts to offset the feelings of isolation experienced by "the special few"; (3) non-patronizing remedial assistance if it is necessary and asked for; and sometimes, (4) special additional course content that makes the professional or graduate training pertinent to community needs.

Recommendations

1) Graduate and professional institutions seeking to enroll Indian students must meet some minimal requirements. They must recruit in sufficient numbers to allow the formation of a community of Indian students

large enough to avoid isolation and alienation and to provide a mutually supportive atmosphere. The institutions must make every effort to have on their faculties and/or staff advisors who are themselves Indians. They must look carefully at student financial needs, including family obligations, and try to put together available funds into an adequate financial package. They must review academic regulations and requirements and make sure they admit late starters and permit dropping in and out as financial and family obligations may require.

2) The developing Graduate Centers for Minority Education in Science and Engineering must make sure that they include within their plans, programs and staffing the special needs of Indian students. There is a need for special programs at the graduate level just as at the undergraduate level, but not all institutions can or need to develop them. The Minority Centers envisioned in the National Science Foundation Fiscal Year 77 Authorization Act are a good place to begin. In considering both guidelines for the program and subsequent grant applications, the needs of Indians must be made explicit. All too often those needs have been lost in "minority" programs (see the Inventory...).

3) Adequate financial aid must be available to graduate students. Existing federal educational aid programs (BIA) and other private ones udnerscore the great need of support of undergraduate students. If however, we seek to train significant members of Native American graduates in specialized fields, adequate financial support at the graduate level could be a major incentive. Indian communities and organizations must help funding agencies to identify areas and kinds of needs. Professional associations and graduate departments are perhaps best able to counsel on the fitness of existing programs for Native American needs. All fellowship programs must be reviewed for provisions which would inhibit Indians returning to school after employment, marriage and children, military service, etc. for these are the characteristics of many Indians currently in these programs (see The Barriers...). In funded programs which seek to impact on the long-range needs of Indian peoples, funding priority should be given to those students preparing to work in Indian institutions or to train other Indians, or financial incentives in fellowship receipt or loan repayment should be tied to a period of service in or for an Indian community.

4) Some graduate and professional programs should conscientiously include a multi-cultural focus, specifically an Indian focus in their training. All professionals who are intending to work with native communities--physicians, nurses, and other health professionals, engineers, natural resource specialists, agricultural extension workers, teachers, architects, etc.--whether they are Indians or not, need more information and understanding of cultural variations, traditions, and values than is normally a part of professional training. The successful transfer of technology and knowledge must be governed by an understanding of existing cultural values and indigenous scientific and technical traditions. In this area, where scholarly information must impinge on curriculum development and course content, the professional associations are the group to take responsibility.

5) Post-baccalaureate programs for Indian students should be developed by graduate institutions. These should be aimed at removing the deficiencies of an inadequate or other-field directed baccalaureate degree and preparing the student for graduate or professional training in science and other technical fields.

NEEDS TO BE ADDRESSED OUTSIDE THE EDUCATIONAL INSTITUTIONS

There are a number of needs--for information, coordination and cooperation--that are best addressed by organizations of Indian educators and scientists working with pertinent science and educational professional associations. There are, as well, major policy issues related to the increased participation of Indians in scientific, technical and biomedical fields where cooperative and advocacy roles with state and federal agencies must be undertaken by these various organizations.

Recommendations

1) A clearinghouse for information on math and science needs and programs in the Indian communities should be established and maintained. The exchange of information and contacts thereby established will constitute a network that can help to develop ties among Indian scientists and others sharing concern for the science education of native peoples, and to encourage the participation of Indian professionals in the participation of national scientific societies. AAAS has proposed in its current three-year plan, that its Project on Native Americans in Science serve this clearinghouse function, as well as convening, advisory and advocacy functions which would further action on the recommendations below.

2) A consortium of persons in professional associations, federal agencies and programs that have interests and activities bearing on Indian science education and manpower development should be established. Through their sharing of information and contacts, they could achieve program cooperation and coordination which would enhance their collection effort. Examples of potential participants include persons from American Association for the Advancement of Science, National Academy Committee on Minorities in Engineering, National Science Foundation, National Institutes of Health, American Chemical Society, and American Association of Junior and Community Colleges.

3) A funding guidelines review should be undertaken by private foundations and federal funding agencies to determine priorities and needs for native science education and manpower development and to examine the applicability of present guidelines to Native American programs and needs. Funding organizations and agencies such as the Fund for the Improvement of Post-Secondary Education, National Institutes of Health, National Science Foundation, Energy Research and Development Administration, as well as private foundations with minority programs should be involved in such a review.

4) Coordinated efforts should be established among existing Indian professional associations for program development and advocacy at the regional, state and national level in the areas of manpower development and evaluation of priorities. Closer examination among them could lead to higher levels of information, a more efficient pooling of their energies, and greater impact on policy and programs. Examples of the organizations that could profitably work closely are American Indian Nurses Association, Association of American Indian Physicians, Society for the Advancement of Chicanos and Native Americans in Science and Engineering, National Society of American Indian Engineers, Council of Indian Architects and Engineers.

5) Non-institutionally based programs or satellite programs, should be established to reach populations not ordinarily served by educational institutions. For instance, rural adult science education and literacy programs might be developed by the Department of Agriculture Extension Programs.

NOTES

[1]See the exploratory study The Barriers Obstructing the Entry of American Indian Students Into the Natural Sciences (hereafter referred to as The Barriers...) by Rayna Green, American Association for the Advancement of Science (AAAS), 1976. Recent data (1976) from the Bureau of Indian Affairs suggest that the enrollment is shifting away from education to other fields, but no major trend can yet be observed.

[2]Data on Native American students collected for The Barriers... study at the Universities of New Mexico, Oklahoma, California (Berkeley), Washington, Southeastern Oklahoma State University, Northeastern Oklahoma A & M (Miami), Bacone College (Muskogee, Oklahoma), and Dartmouth College.

[3]Shirley Mahaley Malcom, John Cownie, Janet Welsh Brown, An Inventory of Programs in Science for Minority Students, 1960-1975, (hereafter referred to as the Inventory...) AAAS Publication 76-R-10, 1976. The programs designed especially for Native American students and other, which may include Indians, have been excerpted and are available separately from the AAAS Project on Native Americans in Science under the title An Inventory of Projects and Programs in Science for American Indians.

[4]Membership lists and identification programs of various Indian professional organizations. A list of the organizations is available from the AAAS Project on Native Americans in Science.

[5]For instance, of the known Indian PhD's in the sciences (20), roughly half are based in educational institutions.

[6]Goals of the Office of Opportunities in Science, Committee on Opportunities in Science, AAAS, 1974.

[7]A Resolution on Native American Contributions to Science, Medicine and Engineering, AAAS Council and Board, January 1975; Janet Welsh Brown, "Native American Contributions to Science, Engineering and Medicine," Science, v. 189 (4 July 1975): 38-40.

[8]See Sheila Tobias, "Math Anxiety: What Is It and What Can Be Done About It?" MS Magazine (September 1976).

[9]Carl Hime, Culture Related Instructional Materials: Ethnoscience, A Brief History and Progress Report (1972); Concepts, Observations on Ethnoscience and Cultural Studies (1974), MSS, Many Farms High School, Arizona.

[10]Minorities in Science Symposia Proceedings, AAAS Annual Meeting, Boston, 1976. (In preparation); The Double Bind: The Price of Being a Minority Woman in Science, AAAS Report 76-R-3, 1976.

APPENDIX D

Final Evaluation

and

Interim Evaluation

SUMMARY

Final Evaluation

Title IX Five-State Multi-Ethnic Training Project

The Minneapolis Public Schools' Five-State Multi-Ethnic Training Project, Title IX, has conducted thirteen workshops to assist supervisory personnel in implementing multi-ethnic content in social studies, humanities, and language arts. Workshop activities have included:

-exploration of a rationale for ethnic studies.
-active consideration of strategies for infusing ethnic content into existing curricula.
-work with tools for evaluating, analyzing, and selecting multi-ethnic materials.
-involvement with various planning strategies for implementation as follow-up to the workshops.

Intended follow-up activities were not accomplished as proposed in project plans. Project staff anticipates a variety of kinds of follow-up during the next school year.

Recommendations are:

1. Efforts should be made to seek funds to support activities to assist follow-up work among those involved in the original 1976-1977 workshops and to provide for involvement with the growing network of individuals interested in implementing multi-ethnic content in their schools.

2. In order to facilitate local follow-up workshops, it is suggested that staff prepare a "kit" of strategies that can be readily used by others who lead workshops.

3. In order to more widely share the staff's successful workshop approaches and in order to encourage the growth of the network of like-minded curriculum leaders in the area of multi-ethnic studies, the staff is urged to write descriptive articles for publication in Education Leadership and the Phi Delta Kappan.

4. Future workshop activities should focus on ways to adapt quality materials prepared by Center staff, rather than focusing on local development of materials.

5. Given response to Center materials around the country, it would seem highly appropriate for the Minneapolis Public Schools' Social Studies Consultant and the Ethnic Culture Center staff to deliberately and systematically cooperate in efforts to assess, encourage, and facilitate local use of these multi-ethnic student and teacher materials. At a time of "cutbacks" in curriculum areas, this kind of cooperation makes sense as one way to more effectively maximize use of existing resources.

6. Existing plans to reduce the functions of the Ethnic Cultural Center ought to be reviewed to insure that the kinds of quality materials and services identified by participants from across the country continue to be available to the Minneapolis Public Schools.

FINAL EVALUATION REPORT

Five-State Multi-Ethnic Training Project
ESEA, Title IX, Ethnic Heritage Studies Program
Ethnic Cultural Center, Minneapolis Public Schools

submitted by

R. Beery
Project Evaluator

July 15, 1977

The Project

This project was funded to conduct ethnic studies leadership training workshops at thirteen sites in Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin during the 1976-1977 school year. Each three-day workshop was designed to prepare leadership persons from local school districts and colleges to train significant numbers of teachers in their home areas. Project objectives state that,

> "At the conclusion of each leadership training workshop participants will be better able to:
>
> "1. Analyze and evaluate both commercial and government-funded curriculum materials on the basis of clearly specified criteria;
>
> "2. Employ a conceptual framework for infusing ethnic content into existing curricula;
>
> "3. Employ and demonstrate a model for adapting and/or developing multi-ethnic lessons/units;
>
> "4. Recognize, identify, and draw on local resources to provide knowledge about local ethnic groups;
>
> "5. Exhibit confidence in explaining to others the nature, scope, and substance of multi-ethnic curriculum materials, strategies, and techniques;

"6. Demonstrate to others specific teaching lessons from currently available multi-ethnic curriculum materials;

"7. Develop and implement a training model which will lead to the implementation of multi-ethnic curriculum materials and/or techniques in their local districts."

Workshop participants are committed to plan and implement an in-service program in ethnic studies for teachers in their home districts.

Evaluation Activities

The Evaluator has:

1. received copies of project correspondence to participants.
2. met eight times with project staff at the Ethnic Cultural Center.
3. maintained frequent contact with the Project Coordinator by telephone.
4. attended the first three-day leadership training workshop.
5. received copies of participant APPRAISAL FORMS and planning forms (see ATTACHMENT).

Specific evaluation procedures are described for each of the measures identified in the following section of Findings.

Findings

Findings are reported in terms of the plan approved by the Minneapolis Public Schools in October, 1976. Each identified "Measure" is directly from Data and Criteria for Evaluation in the project proposal and the "Procedures" for assessing project performance on each Measure are from Evaluation Procedures in the EVALUATION PLAN.

Measure A: "Expectations currently are that 260 persons (or 20 per site) will participate in the first-tier workshops. The project should consider itself successful in attracting participants if 90% of this figure [234] is reached. In addition, 90% of first-tier participants [211] should be in supervisory roles."

Procedure: The Project Coordinator will supply the Evaluator with records regarding workshop attendance and identifying the roles/responsibilities of participants in each workshop.

Findings: 1. As projected, thirteen first-tier workshops were completed.

2. As noted in the Project Director's June 30 memo (ATTACHMENT B), there are three ways to identify workshop participants and there are discrepancies among the three counts. The following chart identifies these participant counts:

WAYS TO IDENTIFY PARTICIPANTS / WORKSHOP LOCATIONS	Attendees who signed the workshop roster	Those completing APPRAISAL FORMS at the end of workshop	Those who submitted plans of action
Minneapolis	8	5	3
Duluth	16	15	16
Sioux Falls	34	12	9
Des Moines	10	9	8
Rapid City	17	11	12
Cedar Rapids	4	4	4
Omaha	28	17	20
New York	32	9	6
Grand Forks	28	12	11
Minot	70	11	15
La Crosse	4	4	3
Old World Wisconsin	3	2	2
Colorado	51	51	27
TOTALS	305	162	136

The most "conservative" figure would be the 136 who actually were involved in the workshops to the extent that they participated in drawing up plans for second-tier activities.

The largest number (305) represents those who were involved in workshop activities for some undetermined, apparently varying, lengths of time.

3. Given the nature of workshop rosters and forms, it is difficult to determine the percentage of first-tier participants in "supervisory roles."

An initial difficulty is how "supervisory role" is defined by project staff and by the participants themselves. Project staff identified department chairpersons as supervisory personnel, but participating chairpersons may have identified themselves on rosters and plans of action simply as teachers.

An informal review of rosters and forms leads to an impressionistic conclusion that the percentage of participants who were in supervisory roles was in all probability below the 90% specified in Measure A.

Measure B: "Each first-tier participant will be asked to complete an appraisal form indicating the interest and usefulness of each workshop activity .... If the mean score for each activity equals between 3 (moderately useful, of moderate interest) and 5 (highly useful, of special interest), that workshop will be considered successful in providing participants with useful and interesting content, materials, and ideas."

Procedure 1: The Project Coordinator will conduct a session for completion of the appraisal form at the end of each workshop and forward these forms to the Evaluator immediately following each workshop.

Procedure 2: The Evaluator will compile results of questionnaires from each workshop and share results with Project staff within ten days after receiving each set of appraisal forms.

Findings: Appraisal results for each workshop met the expectation identified in Measure B. Tables specifying results for those workshops not reported on the March 1, 1977, INTERIM EVALUATION are included as ATTACHMENT C.

Measure C: "At least 90% of first-tier participants should take part in the development of such written plans."

Procedure 1: The format for "second-tier" workshop plans will clearly specify individuals involved in planning.

Procedure 2: Copies of the "second-tier" workshop plans will be forwarded to the Evaluator as soon as they are received by the Project Coordinator.

Findings: The difficulties involved in identifying actual participants (see Findings for Measure A) complicates efforts to assess success on this measure.

By determining the percentage of participants completing APPRAISAL FORMS who were involved in preparing written plans, we arrive at a reasonable way to deal with Measure C. There were 162 participant APPRAISAL FORMS and 136 of the participants were involved in preparing written plans. Using this approach, it appears that 83.95% of participants were involved in preparing written plans.

Measure D: " . . . at least 80% of all first-tier participants actually engage in conducting second-tier workshops."

Procedure 1: Each second-tier workshop plan will include provision for a feedback form which will identify those involved in conducting workshops. These forms will be forwarded to the Evaluator immediately following each second-tier workshop.

Procedure 2: The Evaluator will compile results from each workshop and share these results with Project staff within ten days after receiving each set of appraisal forms.

Measure E: "At least 70% of the second-tier workshops should . . ." utilize ethnic resources in the local community.

Procedure: The feedback procedures specified for Measure D will include collection of data regarding Measure E, also.

Measure F: "At least 80% of second-tier participants will develop multi-ethnic lessons . . . . Furthermore, at least 80% of second-tier participants will implement multi-ethnic materials and/or lessons in their own classrooms."

Procedure 1: Lesson plans and descriptive information regarding their actual use will be submitted to the Project Coordinator.

Procedure 2: The Project Coordinator will prepare a descriptive log of these plans and forward this record to the Evaluator.

Measure G: ". . . at least 65% of second-tier participants should employ local ethnic resource people and/or organizations in their classes or in their planning."

Procedure: The procedures specified for Measure F will include collection of data relevant to Measure G.

Findings: For reasons outlined in Mr. Skjervold's June 30 memo (ATTACHMENT B), it has not been possible for Project staff to gather the data necessary to use the procedures outlined here to assess attainment of Measures D, E, and F.

Recommendations

1. Because of the positive impact of these workshops, as identified in participant appraisals, efforts should be made to identify ways to fund activities beyond the life of this project in order to:

   a. assist and support follow-up activity among those involved in the 1976-1977 workshops.

   b. provide leadership and support for the efforts of that growing network of individuals interested in multi-ethnic education referred to by Mr. Skjervold (see ATTACHMENT B).

2. In order to facilitate second-tier activities and other related follow-up work, the staff is urged to prepare a "kit" of workshop activities that could be implemented by others.

3. Participant evaluations of first-tier workshop activities are highly positive. In order to more fully share these successful approaches with others, it is recommended that Center staff prepare descriptive articles for publication in Educational Leadership or the Phi Delta Kappan.

4. Highly positive responses of participants to the curriculum materials prepared by Center staff suggest that future work might well focus on ways to adapt these quality materials to the local setting, rather than emphasizing local development of curriculum.

5. It is strongly urged that the Minneapolis Public Schools' Social Studies Consultant and Ethnic Cultural Center staff cooperate in efforts to assess, encourage, and facilitate local use of the multi-ethnic units so favorably received in all workshops. At a time of "cutbacks" this kind of a cooperative effort makes sense as one way to maximize use of existing resources.

6. This project and the 1975-1976 Title IX curriculum development project reflect the quality of services that have become available from the Minneapolis Public Schools' Ethnic Cultural Center. Existing plans to reduce the functions of the Center ought to be carefully reviewed to insure that quality curriculum development and teacher in-service in multi-ethnic education are not seriously impaired by reorganization and staff reduction.

Conclusion

While the project did not meet several of its stated goals in terms of measures identified in the original project proposal, there is considerable evidence that workshops conducted by project staff were effective in terms of the intent of the project and that there has been a variety of kinds of quality follow-up work as a result of participation in the initial workshops.

Participants saw the workshops as relevant to their concerns, interests, and needs. Their appraisals and written plans reflect the high quality of work by project staff.

ATTACHMENT A

APPRAISAL FORM and Planning Forms
pp. 8-11

ATTACHMENT B

June 30, 1977, memorandum from Christian K. Skjervold
"Evaluation of Title IX Five-State Multi-Ethnic Training Project"
pp. 12-13

ATTACHMENT C

APPRAISAL FORM Results
pp. 14-21

ATTACHMENT A

APPRAISAL FORM

In order for the Ethnic Cultural Center to refine its program we are asking you to provide us with your reactions to materials and methods used during the sessions. Please rate the individual items on the scales of 1 (least useful) to 5 (highly useful) and 1 (boring) to 5 (interesting). Please feel free to remain anonymous.

We want to thank you for your cooperation and for your participation in the program.

1. Ethnic Awareness Test and discussion.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

2. Ethnic Groups in the United States, "What is an Ethnic Group?"
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

3. Discussion of status of ethnicity in schools.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

4. Discussion of definitions:
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

5. Worksheets on Different Views of America's Ethnic Composition.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

6. Ethnic Literacy as a Goal of Ethnic Studies.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

7. Lesson-Planning Model and conceptual approach.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

8. Criteria for Evaluating/ Selecting Learning Materials.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

9. Ethnic Studies Materials Analysis Instrument.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

10. Content Analysis Worksheet.
    USE 1 2 3 4 5
    INTEREST 1 2 3 4 5

11. Demonstrations of Multi-Ethnic Materials.
    USE 1 2 3 4 5
    INTEREST 1 2 3 4 5

12. Local Resources and Consultants.
    USE 1 2 3 4 5
    INTEREST 1 2 3 4 5

13. Individual work time and sharing of ideas.
    COMMENT:

GENERAL COMMENTS:

_____
(NAME)

_____
(SCHOOL DISTRICT)

BCC/CKR:ma/11-24-75

Name _____ Target Group _____

School District _____ Address _____

_____

Phone Number _____

STATEMENT OF NEEDS

The major needs in my school/district with regard to multi-ethnic education are:

A. _____

_____

_____

Supporting Evidence:

_____

_____

_____

_____

_____

_____

B. _____

_____

_____

Supporting Evidence:

_____

_____

_____

_____

_____

_____

C. _____

_____

_____

Supporting Evidence:

_____

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_____

D. _____

_____

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Supporting Evidence:

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_____

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_____

E. _____

_____

_____

Supporting Evidence:

_____

_____

_____

_____

_____

OBJECTIVES

After participating in this inservice program _____ _____ _____

_____ _____ _____ will be better able to:

A. Employ a conceptual model for adapting and/or developing multi-ethnic lessons/units;

B. Identify and utilize local ethnic community resources;

C. _____

_____

_____

D. _____

_____

_____

E. _____

_____

_____

F. _____

_____

_____

PLAN OF ACTION

Outline specific activities designed to lead to the attainment of the objectives listed above. Be as specific as possible.

BT:ls
ECC/12-2-76

ATTACHMENT B

SPECIAL SCHOOL DISTRICT NO. 1

MINNEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY EMPLOYER

INTERGROUP EDUCATION
Ethnic Cultural Center
1201 University Avenue N.E.
Minneapolis, Minnesota 55413
Phone 612/336-1776

M E M O R A N D U M

TO: Dr. Robert Beery
Project Evaluator

FROM: Mr. Christian K. Skjervold
Project Director

RE: Evaluation of Title IX Five-State Multi-Ethnic Training Project

DATE: June 30, 1977

Here are a few points that you might wish to consider in your final evaluation of the Five-State Multi-Ethnic Training Project.

1. As we pointed out in our mid-year progress report, the project staff has met with some degree of frustration in counting participants in the workshops. There are three ways in which such a count may be taken: 1) those people who sign up on the workshop roster; 2) those who submit plans of action; and 3) those who complete the appraisal form at the end of the workshop. It may be wise for you to report all three numbers.

   There will, of course, be discrepancies among the three counts. Several reasons may be offered for such discrepancies. Among these are conflicting time obligations of participants, workshop overlap with other programs, and participants working as groups rather than as individuals.

2. Second-tier activities will be very difficult to evaluate according to the procedures in the evaluation plan. Time is a major factor here. Because most second-tier activities have taken place late in the school year or during the summer, their impact will not be apparent until the coming school year. Not until that time will it be possible to note to what extent teachers have implemented multi-ethnic

lessons or utilized local ethnic resources.

Furthermore, the materials from the Minneapolis Multi-Ethnic Curriculum Project have been very well accepted by workshop participants. This acceptance has in many instances led to adaptation efforts rather than efforts to develop original lessons and/or materials.

Finally, it has been very difficult to monitor the activities of specific workshop participants in second-tier activities. It has, however, been clear that in many cases several participants pooled their efforts in second-tier activities. Second-tier activities have taken place at nearly all of the workshop sites.

3. The development of a network of individuals interested in multi-ethnic education may deserve some consideration in relation to the intent of second-tier activities even though it is not part of the evaluation plan. We have, I think, been able to identify a wide network of individuals and organizations interested in continuing efforts to improve multi-ethnic education. Our work in the two sites outside the five-state area has led to an even more extensive network than was at first envisioned.

CKS:mg

ATTACHMENT C

Rapid City Workshop

APPRAISAL FORM Results

Rating values are 1 (least useful) to 5 (highly useful) and 1 (boring) to 5 (interesting). Means scores based on 11 forms are presented below.

1. Ethnic Awareness Test and discussion

   USE 3.8 INTEREST 4.1

2. Ethnic Groups in the United States

   USE 4.3 INTEREST 4.1

3. Discussion of Status of Ethnicity in Schools

   USE 4.4 INTEREST 4.3

4. Discussion of Definitions

   USE 4.4 INTEREST 4.4

5. Worksheet on Views of America's Ethnic Composition

   USE 4.4 INTEREST 4.6

6. Ethnic Literacy As a Goal of Ethnic Studies

   USE 4.2 INTEREST 4.1

7. Lesson Planning Model and Conceptual Approach

   USE 4.2 INTEREST 4.0

8. Criteria for Evaluating/Selecting Learning Materials

   USE 4.7 INTEREST 4.8

9. Ethnic Studies Materials Analysis Instrument

   USE 4.6 INTEREST 5.0

10. Content Analysis Worksheet

    USE 3.8 INTEREST 4.9

11. Demonstrations of Multi-Ethnic Materials

    USE 4.8 INTEREST 4.8

12. Local Resources and Consultants

    USE 4.8 INTEREST 4.7

Cedar Rapids Workshop

APPRAISAL FORM Results

Rating values are 1 (least useful) to 5 (highly useful) and 1 (boring) to 5 (interesting). Mean scores based on 4 participant forms are presented here.

1. Ethnic Awareness Test and discussion

   USE 5.0 INTEREST 4.75

2. Ethnic Groups in the United States

   USE 4.75 INTEREST 4.75

3. Discussion of Status of Ethnicity in the Schools

   USE 4.25 INTEREST 3.5

4. Discussion of Definitions

   USE 4.25 INTEREST 4.75

5. Worksheet on Views of America's Ethnic Composition

   USE 4.75 INTEREST 4.5

6. Ethnic Literacy as a Goal

   USE 4.75 INTEREST 4.75

7. Lesson Planning Model

   USE 5.0 INTEREST 5.0

8. Criteria for Evaluating Materials

   USE 4.75 INTEREST 4.75

9. Ethnic Studies Materials Analysis Instrument

   USE 4.25 INTEREST 4.25

10. Content Analysis Worksheet

    USE 4.25 INTEREST 4.25

11. Demonstrations of Multi-Ethnic Materials

    USE 4.25 INTEREST 4.75

12. Local Resources and Consultants

    USE 4.75 INTEREST 4.5

New York Workshop

APPRAISAL FORM Results

Rating values are 1 (least useful) to 5 (highly useful) and 1 (boring) to 5 (interesting). Mean scores on forms completed by 9 participants are presented below.

2. Ethnic Groups in the United States

USE 3.75 INTEREST 3.88

7. Lesson Planning Model and Conceptual Approach

USE 3.25 INTEREST 3.38

11. Demonstrations of Multi-Ethnic Materials

USE 3.89 INTEREST 4.63

12. Local Resources and Consultants

USE 3.83 INTEREST 4.17

Grand Forks Workshop

APPRAISAL FORM Results

Rating values are 1 (least useful) to 5 (highly useful) and 1 (boring) to 5 (interesting). Means scores on forms completed by 12 participants are presented below.

1. Ethnic Awareness Test and discussion

   USE 4.56 INTEREST 4.78

2. Ethnic Groups in the United States

   USE 4.33 INTEREST 4.33

3. Size of Ethnic Groups

   USE 4.67 INTEREST 4.78

5. Peer Teaching

   USE 4.43 INTEREST 4.38

7. Lesson Planning Model and Conceptual Approach

   USE 4.56 INTEREST 4.67

8. Criteria for Evaluating/Selecting Learning Materials

   USE 4.0 INTEREST 3.88

9. Ethnic Studies Materials Analysis Instrument

   USE 3.88 INTEREST 3.75

10. Content Analysis Worksheet

    USE 3.75 INTEREST 3.75

11. Demonstrations of Multi-Ethnic Materials

    USE 4.91 INTEREST 4.73

12. Local Resources and Consultants

    USE 3.73 INTEREST 3.36

Minot Workshop

APPRAISAL FORM Results

Rating values are 1 (least useful) to 5 (highly useful) and 1 (boring) to 5 (interesting). Mean scores on forms completed by 11 participants are presented here.

1. Ethnic Awareness Test and discussion

   USE 3.5 INTEREST 3.75

2. Ethnic Groups in the United States

   USE 3.5 INTEREST 3.33

3. Discussion of Ethnicity in Schools

   USE 4.17 INTEREST 4.5

4. Discussion of Definitions

   USE 3.8 INTEREST 3.8

5. Worksheet on Views of America's Ethnic Composition

   USE 4.0 INTEREST 4.25

6. Ethnic Literacy as a Goal

   USE 3.33 INTEREST 3.67

7. Lesson Planning Model

   USE 3.88 INTEREST 4.13

8. Criteria for Evaluating/Selecting Materials

   USE 3.86 INTEREST 4.0

9. Ethnic Studies Materials Analysis Instrument

   USE 3.5 INTEREST 3.75

10. Content Analysis Worksheet

    USE 3.5 INTEREST 3.5

11. Demonstrations of Multi-Ethnic Materials

    USE 4.11 INTEREST 4.11

12. Local Resources and Consultants

    USE 4.17 INTEREST 4.17

La Crosse Workshop

APPRAISAL FORM Results

Rating values are 1 (least useful) to 5 (highly useful) and 1 (boring) to 5 (interesting). Mean scores on forms completed by 4 participants are reported here.

1. Size of Ethnic Groups

   USE 4.0 INTEREST 4.0

2. Ethnic Groups in the United States

   USE 4.5 INTEREST 4.5

6. Ethnic Literacy as a Goal

   USE 4.5 INTEREST 4.25

7. Lesson Planning Model

   USE 5.0 INTEREST 4.75

8. Criteria for Evaluating Materials

   USE 4.33 INTEREST 4.67

9. Ethnic Studies Materials Analysis Instrument

   USE 4.67 INTEREST 4.67

10. Content Analysis Worksheet

    USE 5.0 INTEREST 5.0

11. Demonstrations of Multi-Ethnic Materials

    USE 4.5 INTEREST 4.5

12. Local Resources

    USE 4.25 INTEREST 3.75

Old World Wisconsin Workshop

APPRAISAL FORM Results

Rating values are 1 (least useful) to 5 (highly useful) and 1 (boring) to 5 (interesting). Mean scores on forms completed by 2 participants are presented here.

1. Ethnic Awareness Test and discussion

   USE 4.0 INTEREST 4.0

2. Ethnic Groups in the United States

   USE 4.0 INTEREST 5.0

4. Discussion of Definitions

   USE 4.0 INTEREST 4.0

5. Worksheet on Different Views of America's Ethnic Composition

   USE 4.0 INTEREST 4.0

6. Ethnic Literacy as a Goal

   USE 4.0 INTEREST 4.0

7. Lesson Planning Model

   USE 5.0 INTEREST 5.0

8. Criteria for Evaluating Learning Materials

   USE 5.0 INTEREST 5.0

9. Ethnic Studies Materials Analysis Instrument

   USE 4.0 INTEREST 4.0

10. Content Analysis Worksheet

    USE 5.0 INTEREST 5.0

11. Demonstrations of Multi-Ethnic Materials

    USE 4.0 INTEREST 5.0

Colorado Workshop

BILINGUAL-MULTICULTURAL EDUCATIONAL PROGRAM

EVALUATION

DATE _____

51 Participants

GROUP _____

DIRECTIONS: Circle on the 1-5 scale (Very little to very much) your responses to the following questions.

1. To what extent was the objective of this session clear to you?

   Mean 3.98 1 2 3 4 5

2. To what extent was there similarity in the announced objective and the objective covered by this session?

   Mean 4.13 1 2 3 4 5

3. To what extent was the objective of the session achieved?

   Mean 4.09 1 2 3 4 5

4. How relevant was this session to your needs?

   Mean 3.32 1 2 3 4 5

5. To what extent did you feel involved in this session?

   Mean 4.02 1 2 3 4 5

6. What were the most helpful aspects of this session?

   1.

   2.

   3.

   4.

7. What were the least helpful aspects of this session?

   1.

   2.

   3.

   4.

8. What is your overall evaluation of this session?

9. What would you do differently to accomplish the stated objectives of the meeting?

INTERIM EVALUATION

Five-State Multi-Ethnic Training Project
ESEA, Title IX, Ethnic Heritage Studies Program
Ethnic Cultural Center, Minneapolis Public Schools

submitted by

R. Beery
Project Evaluator

March 1, 1977

The Project

This project was funded to conduct ethnic studies leadership training workshops at thirteen sites in Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin during the 1976-1977 school year. Each three-day workshop is designed to prepare leadership persons from local school districts and colleges to train significant numbers of teachers in their home areas. Project objectives state that,

> "At the conclusion of each leadership training workshop participants will be better able to:
>
> "1. Analyze and evaluate both commercial and government-funded curriculum materials on the basis of clearly specified criteria;
>
> "2. Employ a conceptual framework for infusing ethnic content into existing curricula;
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> "3. Employ and demonstrate a model for adapting and/or developing multi-ethnic lessons/units;

"4. Recognize, identify, and draw on local resources to provide knowledge about local ethnic groups;

"5. Exhibit confidence in explaining to others the nature, scope, and substance of multi-ethnic curriculum materials, strategies, and techniques;

"6. Demonstrate to others specific teaching lessons from currently available multi-ethnic curriculum materials;

"7. Develop and implement a training model which will lead to the implementation of multi-ethnic curriculum materials and/or techniques in their local districts."

Workshop participants are committed to plan and implement an in-service program in ethnic studies for teachers in their home districts.

Evaluation Activities

The Evaluator has:

1. received copies of project correspondence to participants.
2. met three times with project staff at the Ethnic Cultural Center.
3. maintained frequent contact with the project coordinator by telephone.
4. attended the first three-day leadership training workshop.
5. received copies of participant APPRAISAL FORMS and planning forms (see Appendix A).

Specific evaluation procedures are described for each of the measures identified in the following section of Findings.

Findings

Findings are reported in terms of the plan approved by the Minneapolis Public Schools in October, 1976. Each identified "Measure" is directly from Data and Criteria for Evaluation in the project proposal and the "Procedures" for assessing project performance on each Measure are from Evaluation Procedures in the EVALUATION PLAN.

Measure A: "Expectations currently are that 260 persons (or 20 per site) will participate in the first-tier workshops. The project should consider itself successful in attracting participants if 90% of this figure [234] is reached. In addition, 90% of first-tier participants [211] should be in supervisory roles."

Procedure: The Project Coordinator will supply the Evaluator with records regarding workshop attendance and identifying the roles/responsibilities of participants in each workshop.

Findings: To date the Evaluator has received workshop appraisals and planning forms from participants in four of the thirteen workshops.

1. Results of four workshops have been received. Initial plans called for completion of eight workshops by the end of February.

2. Using workshop appraisal forms as a means of establishing participation, forty-six forms were returned, while forty participating individuals are identified on planning forms. Using project Measure A as a guideline, it was anticipated that seventy-two participants would have been involved in these four workshops.

3. The Evaluator has not received workshop reports concerning percentage of participants in supervisory roles for the Omaha, Des Moines, and Duluth workshops. Therefore, it is not possible to report on this dimension of Measure A.

Measure B: "Each first-tier participant will be asked to complete an appraisal form indicating the interest and usefulness of each workshop activity . . . . If the mean score for each activity equals between 3 (moderately useful, of moderate interest, and 5 (highly useful, of special interest), that workshop will be considered successful in providing participants with useful and interesting content, materials, and ideas."

Procedure 1: The Project Coordinator will conduct a session for completion of the appraisal form at the end of each workshop and forward these forms to the Evaluator immediately following each workshop.

Procedure 2: The Evaluator will compile results of questionnaires from each workshop and share results with Project staff within ten days after receiving each set of appraisal forms.

Findings: Appraisal results for each workshop met the expectation identified in Measure B. Tables specifying results for each workshop are included as Appendix B.

Measure C: "At least 90% of first-tier participants should take part in the development of such written plans."

Procedure 1: The format for "second-tier" workshop plans will clearly specify individuals involved in planning.

Procedure 2: Copies of the "second-tier" workshop plans will be forwarded to the Evaluator as soon as they are received by the Project Coordinator.

Findings: Assuming that the number of people completing appraisal forms identifies all participants in the four workshops, then 87% (40 out of 46) of the participants were involved in preparing the second-tier plans.

Recommendations

1. Numbers of participants and the roles of those participating need to be carefully examined in order to determine whether major modifications in the project should be discussed with Title IX.

   In any event, it seems highly unlikely that the project staff will be able to conduct nine workshops involving 188 participants between now and the end of the school year. Moreover, it will be difficult to reach second-tier objectives given time constraints.

2. Findings strongly suggest that first-tier activities are effective and worthwhile for participants. Therefore, no major modifications in workshop strategies are suggested.

3. Follow-up activities have been initiated by the Project Coordinator in an effort to determine progress toward second-tier activities. These follow-up efforts need to be reinforced by staff assurances of assistance in implementation. The apparently excellent rapport established in the workshops can be used to encourage "back home" follow-up.

4. In considering ways to restructure project goals and activities, the staff might consider taking a more active role in assisting with the implementation of second-tier activities. This would be especially appropriate if a check reveals that significant numbers of participants are not in supervisory roles where they can easily stimulate a sustained change effort.

5. It is recommended that the Evaluator's report on participant feedback following each first and second-tier workshop be discontinued. The APPRAISAL FORM is readily scanned by project staff immediately following each workshop. Given the small number of items and participants, a more formal report is not useful. Moreover, it is frequently not possible to get these forms copied and to the Evaluator for immediate attention.

Conclusion

Participants see the workshops as relevant to their concerns, interests, and needs. Their appraisals and follow-up plans suggest the high quality of work

being accomplished by project staff.

Nevertheless, the project is not meeting its stated goals in terms of numbers of participants involved in workshops. The project staff needs to identify and clarify reasons for this situation and, based on this assessment, propose alternative ways of employing project resources.

Appendix A

APPRAISAL FORM

In order for the Ethnic Cultural Center to refine its program we are asking you to provide us with your reactions to materials and methods used during the sessions. Please rate the individual items on the scales of 1 (least useful) to 5 (highly useful) and 1 (boring) to 5 (interesting). Please feel free to remain anonymous.

We want to thank you for your cooperation and for your participation in the program.

1. Ethnic Awareness Test and discussion.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

2. Ethnic Groups in the United States, "What is an Ethnic Group?"
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

3. Discussion of status of ethnicity in schools.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

4. Discussion of definitions:
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

5. Worksheets on Different Views of America's Ethnic Composition.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

6. Ethnic Literacy as a Goal of Ethnic Studies.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

7. Lesson-Planning Model and conceptual approach.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

8. Criteria for Evaluating/ Selecting Learning Materials.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

9. Ethnic Studies Materials Analysis Instrument.
   USE 1 2 3 4 5
   INTEREST 1 2 3 4 5

10. Content Analysis Worksheet.
    USE 1 2 3 4 5
    INTEREST 1 2 3 4 5

11. Demonstrations of Multi-Ethnic Materials.
    USE 1 2 3 4 5
    INTEREST 1 2 3 4 5

12. Local Resources and Consultants.
    USE 1 2 3 4 5
    INTEREST 1 2 3 4 5

13. Individual work time and sharing of ideas.
    COMMENT:

GENERAL COMMENTS:

(NAME) _____

(SCHOOL DISTRICT) _____

ECC/CKS:mg/11-24-75

Appendix A (Continued)

Name _____ Target Group _____

School District _____ Address _____

_____

Phone Number _____

STATEMENT OF NEEDS

The major needs in my school/district with regard to multi-ethnic education are:

A. _____

_____

_____

Supporting Evidence:

_____

_____

_____

_____

_____

_____

B. _____

_____

_____

Supporting Evidence:

_____

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_____

C. _____

_____

_____

Supporting Evidence:

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_____

D. _____

_____

_____

Supporting Evidence:

_____

_____

_____

_____

_____

_____

E. _____

_____

_____

Supporting Evidence:

_____

_____

_____

_____

_____

OBJECTIVES

After participating in this inservice program _____ will be better able to:

A. Employ a conceptual model for adapting and/or developing multi-ethnic lessons/units;

B. Identify and utilize local ethnic community resources;

C. _____

D. _____

E. _____

F. _____

PLAN OF ACTION

Outline specific activities designed to lead to the attainment of the objectives listed above. Be as specific as possible.

BT:ls
ECC/12-2-76

Appendix B - Appraisal Form Results

Rating values are 1 (least useful) to 5 (highly useful) and 1 (boring) to 5 (interesting).

Minneapolis Workshop

Five appraisal forms were completed by participants. Mean scores on usefulness and interest are given below.

1. Ethnic Awareness Test and discussion

   USE 4.8 INTEREST 4.8

2. Ethnic groups in the United States

   USE 4.8 INTEREST 4.8

3. Discussion of status of ethnicity in schools

   USE 4.3 INTEREST 4.5

4. Discussion of definitions

   USE 5 INTEREST 5

5. Worksheet on views of America's Ethnic Composition

   USE 4.4 INTEREST 4.4

6. Ethnic literacy as a goal of ethnic studies

   USE 4.6 INTEREST 4.6

7. Lesson planning model and conceptual approach

   USE 4.8 INTEREST 4.8

*8. Criteria for evaluating/selecting learning materials

   USE INTEREST

*9. Ethnic Studies Materials Analysis Instrument

   USE INTEREST

*10. Content analysis worksheet

   USE INTEREST

*Topic not considered in this session.

11. Demonstrations of multi-ethnic materials

USE 5 INTEREST 5

12. Local resources and consultants

USE 5 INTEREST 5

Duluth Workshop

Fifteen appraisal forms were completed by participants.

1. Ethnic Awareness Test and discussion

   USE 4.1 INTEREST 4.7

2. Ethnic groups in the United States

   USE 4.9 INTEREST 4.8

3. Discussion of status of ethnicity in schools

   USE 4.8 INTEREST 4.6

4. Discussion of definitions

   USE 4.4 INTEREST 4.4

5. Worksheet on views of America's Ethnic Composition

   USE 4.4 INTEREST 4.3

6. Ethnic literacy as a goal of ethnic studies

   USE 4.4 INTEREST 4.2

7. Lesson planning model and conceptual approach

   USE 4.7 INTEREST 4.7

8. Criteria for evaluating/selecting learning materials

   USE 4.3 INTEREST 4.2

9. Ethnic Studies Materials Analysis Instrument

   USE 4.3 INTEREST 4.1

10. Content analysis worksheet

    USE 4.5 INTEREST 4.2

11. Demonstrations of multi-ethnic materials

    USE 4.5 INTEREST 4.8

12. Local resources and consultants

    USE 4.6 INTEREST 4.6

Omaha Workshop

Seventeen appraisal forms were completed by participants.

1. Ethnic Awareness Test and discussion

   USE 3.8 INTEREST 4.3

2. Ethnic groups in the United States

   USE 4.6 INTEREST 4.6

3. Discussion of status of ethnicity in schools

   USE 3.9 INTEREST 3.8

*4. Discussion of definitions

   USE INTEREST

5. Worksheet on views of America's Ethnic Composition

   USE 4.2 INTEREST 4.4

6. Ethnic literacy as a goal of ethnic studies

   USE 4.1 INTEREST 4.1

7. Lesson planning model and conceptual approach

   USE 4.4 INTEREST 4.4

8. Criteria for evaluating/selecting learning materials

   USE 4.1 INTEREST 4.0

9. Ethnic Studies Materials Analysis Instrument

   USE 4.2 INTEREST 4.1

10. Content analysis worksheet

    USE 4.1 INTEREST 4.1

11. Demonstrations of multi-ethnic materials

    USE 4.3 INTEREST 4.2

12. Local resources and consultants

    USE 4.3 INTEREST 4.4

*Topic not considered in this session.

Des Moines Workshop

Nine appraisal forms were completed by participants.

1. Ethnic Awareness Test and discussion

   USE 4.0 INTEREST 4.7

2. Ethnic groups in the United States

   USE 4.7 INTEREST 4.6

3. Discussion of status of ethnicity in schools

   USE 4.8 INTEREST 4.6

4. Discussion of definitions

   USE 4.7 INTEREST 4.4

5. Worksheet on views of America's Ethnic Composition

   USE 4.8 INTEREST 4.8

6. Ethnic literacy as a goal of ethnic studies

   USE 4.7 INTEREST 4.7

7. Lesson planning model and conceptual approach

   USE 4.8 INTEREST 4.6

8. Criteria for evaluating/selecting learning materials

   USE 4.6 INTEREST 4.7

9. Ethnic Studies Materials Analysis Instrument

   USE 4.7 INTEREST 4.7

10. Content analysis worksheet

    USE 4.4 INTEREST 4.0

11. Demonstrations of multi-ethnic materials

    USE 4.4 INTEREST 4.4

12. Local resources and consultants

    USE 3.4 INTEREST 3.0

March 1, 1977

TO: Christian Skjervold, Project Director

FROM: R. Beery, Project Evaluator

SUBJECT: South Dakota Workshop

The results of this workshop were received after mailing the INTERIM EVALUATION. This memo is intended to serve as the Evaluator's report for this workshop, and it can be appended to the recently submitted INTERIM EVALUATION.

Essentially, results of this workshop do not alter the recommendations and conclusions presented in the INTERIM EVALUATION.

Specifically concerning the South Dakota workshop:

1. Twelve APPRAISAL FORMS were completed, and nine participants were identified with written plans.

2. Individual roles/responsibilities are not identified. Therefore, it is not possible to determine whether the goal of 90% supervisory personnel was attained.

3. Mean scores on the APPRAISAL FORM items were all within the 3 to 5 range, as expected (see attached table).

4. Comments on completed APPRAISAL FORMS indicate positive responses to workshop structure and activities.

5. Planning forms completed do deal with a variety of participant concerns. However, some do not necessarily involve second-tier "workshop" activities. This suggests the need for project staff to identify alternatives to the workshop approach outlined in the proposal.

Again, the work conducted by project staff is considered to be of high quality by participants, even though it does not meet identified project goals. Therefore, revision of stated project goals and activities is urgently needed.

RB:wo

Attachment

APPRAISAL FORM Results - South Dakota Workshop

Rating values are 1 (least useful) to 5 (highly useful) and 1 (boring) to 5 (interesting). Mean scores are presented below.

1. Ethnic Awareness Test and discussion

   USE 3.8 INTEREST 4.4

2. Ethnic groups in the United States

   USE 4.5 INTEREST 4.5

3. Discussion of status of ethnicity in schools

   USE 4.2 INTEREST 4.3

4. Discussion of definition

   USE 3.9 INTEREST 4.3

5. Worksheet on views of America's ethnic composition

   USE 4.5 INTEREST 4.5

6. Ethnic literacy as a goal of ethnic studies

   USE 4.1 INTEREST 3.6

7. Lesson planning model and conceptual approach

   USE 4.3 INTEREST 4.2

8. Criteria for evaluating/selecting learning materials

   USE 4.6 INTEREST 4.6

9. Ethnic Studies Materials Analysis Instrument

   USE 4.7 INTEREST 4.8

10. Content analysis worksheet

    USE 4.5 INTEREST 4.4

11. Demonstrations of multi-ethnic materials

    USE 4.6 INTEREST 4.7

12. Local resources and consultants

    USE 3.3 INTEREST 3.0

APPENDIX E

Sample Responses

from

Local Contact Persons

SSEC
Social Science Education Consortium, Inc.
Educational Resources Center • (303) 492-8154 • 855 Broadway • Boulder, Colorado 80302

May 12, 1977

Mr. Bruce Tipple
Ethnic Culture Center
Minneapolis Public Schools
1201 University Avenue, N.E.
Minneapolis, Minnesota 55413

Dear Bruce:

Thanks a million times over for coming to Colorado and conducting the two multiethnic/multiculture workshops. According to Karen Lewis, over 70 K-12 educators participated.

We will probably be working in the same school district next year providing inservice to twice as many teachers and administrators. Start thinking in terms of two workshop designs--one for elementary and one for secondary. We certainly will want to involve you again.

Hope to see you soon.

Sincerely,

Mary Jane Turner
Staff Associate

MJT:nrv

IRVING MORRISSETT, EXECUTIVE DIRECTOR • JAMES E. DAVIS, ASSOCIATE DIRECTOR

School of Education at Lincoln Center

F O R D H A M U N I V E R S I T Y *New York, N. Y. 10023*

Paul Collins
Executive Secretary
New York State Network
Teacher Corps

April 13, 1977

Dr. Christian Skjervold
Minneapolis Multi-Ethnic Curriculum Project
1201 University Avenue, N.E.
Minneapolis, Minn. 55413

Dear Dr. Skjervold:

I want to express my thanks to your organization for the admirable performance last week of Bruce Tipple, Tony Codianni and Sharon Shiraiwa in demonstrating the program and materials of the Multi-Ethnic Curriculum Project. Because of your kind assistance, we had seen your materials and read of your program, but seeing your people in action really convinced us of the worth of your project.

Your three representatives make a remarkable team. They move with competence, ease and humor. Their manner enhances the effectiveness of your materials.

It was indeed a delight to have their assistance. I hope that we may be able to call upon your good offices again.

Yours Cordially,

Milton J. Gold

MJG:bb
cc: Mr. Tony Codianni
Miss Sharon Shiraiwa
Mr. Bruce Tipple ✓

APPENDIX F

Second-Tier Activities

MAPLETON, COLORADO

MULTIETHNIC/MULTICULTURAL INSERVICE SESSIONS

1977-78

Beginning:

(Session I) -
1. What is a multiethnic educational process?
2. What is ethnicity?
3. Pluralism vs. a monocultural emphasis - stress ethnic contributions in Colorado.
4. What types of ethnic activities are currently being done in the classrooms - discuss.
5. Assign teachers to bring a regular classroom lesson to second session.

(Session II) -
1. How to incorporate the multiethnic/multicultural process into regular classroom activities - by grade level and subject area. (infusion model)
2. Share ideas.
3. Discussion.

(Session III) -
1. Discuss multiethnic/multicultural analysis instrument.
2. View good and bad examples of ethnic materials.
3. Rate the materials using the analysis instrument.
4. Discussion.

(Session IV) -
1. Discuss other effective teaching strategies for multiethnic studies:
   a. Role play
   b. Socio-dramas
   c. Debates
   d. Committee work
   e. Ideas developed by Mary Jane Turner
   f. Transnational communication technique

MAPLETON, COLORADO

MULTIETHNIC/MULTICULTURAL INSERVICE SESSIONS

1977-78

Advanced:

(Session I) - 1. Provide nationally known guest speaker to cover:
   a. How to inspire staff to use the multi-ethnic/multicultural process.
   b. Successful multiethnic/multicultural programs.
   c. How to tie in a multiethnic/multicultural process with the basics without sacrificing one for the other.

(Open to beginning, advanced and any other district personnel.)

(Session II) - 1. Divide groups by subject area and/or grade levels to develop more activities for the curriculum kit and selves.
2. Make other guides available for possible ideas.
3. Discuss.

(Session III) - 1. Hands-on materials production session.
2. Divide groups by elementary and secondary personnel.
   a. Elementary staff - design arts & crafts projects.
   b. Secondary staff - work on learning center materials.
3. Discuss.

(Session IV) - 1. Discuss other effective teaching strategies for multiethnic studies:
   a. Role play
   b. Socio-dramas
   c. Debates
   d. Committee work
   e. Ideas from Mary Jane Turner
   f. Transnational communication activity

*(Session V) - (Open to all participants)
1. Provide for a multiethnic pot-luck dinner.
2. Create multiethnic atmosphere.
3. Provide multiethnic entertainment:
   a. Dancers
   b. Musicians
   c. Costumes

*Note: Conduct all inservice sessions in the inservice area, Mapleton Elementary.

SCHEDULE FOR WORKSHOP IN MULTI-ETHNIC STUDIES

WITH ELEMENTARY AND JUNIOR HIGH PRINCIPALS

BROOKLYN, NEW YORK

SESSION I:
May 11 &
May 25, 1977

2:30-3:00 — Introduction: During this time an overview of the two sessions will be presented as well as overviews of the Ethnic Cultural Center and the Multi-Ethnic Curriculum Materials.

3:00-4:30 — Ethnic Groups in the United States: This activity, comprised of a small group discussion, a filmstrip, and a discussion involving the entire group, helps to define what is meant by ethnicity and what factors distinguish ethnic groups from one another. Among other key concepts treated in this activity are acculturation and assimilation. The filmstrip utilized in this activity is What is an Ethnic Group? from the Ethnic Studies: The Peoples of America series developed by Educational Design, Inc., New York, 1973. It illustrates the importance of common origin, language, and customs to ethnic identity. The filmstrip also distinguishes between ethnic groups and racial and/or nationality groups. Schools, crafts, music, sports, etc., are explored in terms of their importance in helping to preserve ethnic identity. A discussion of the "melting pot" and alternative concepts occupies the last few minutes of the filmstrip.

4:30-5:30 — Demonstration Lesson: In this activity the participants consider the relative sizes of various ethnic groups. Working in small groups, they hypothesize about the rank order of ten ethnic groups in the U.S. They then explain their reasons for the ranking. These rankings are checked against data on each group. A brief discussion of the visibility of each group follows.

SCHEDULE FOR WORKSHOP IN MULTI-ETHNIC STUDIES

WITH ELEMENTARY AND JUNIOR HIGH PRINCIPALS

BROOKLYN, NEW YORK

SESSION II:
May 18 &
June 1, 1977

2:30-3:30 — Status of Ethnicity in Participants School: Using the NCSS's "Ethnic Studies Program Evaluation Checklist" the participants examine the curricula of their own schools. This exercise will help them to assess the needs for future efforts, including their plans of action in the realm of ethnic studies. The questions employed in the checklist will also provide direction for their future activities in this area.

3:30-4:00 — Criteria for Selecting/Evaluating Learning Activities, Ethnic Studies Materials Analysis Instrument: Using three short documents—"Integration Curriculum", "Criteria for Selection of Learning Materials", and "Additional Analytical Questions"—as a basis, the participants discuss the most important characteristics of "good" or "bad" learning materials. The participants also deal with both the content and the use of the "Ethnic Studies Materials Analysis Instrument." The ESMAI provides a method of analyzing and evaluating ethnic studies curriculum materials. The instrument enables people to avoid materials which unfairly or inaccurately portray ethnic groups and to select instead materials which are high in quality and well suited to class needs.

4:00-5:00 — Development of Plans of Actions: During this time participants will explicate specific objectives for their future plans of actions. The major goals of these will be to improve teachers' abilities to analyze, develop, and implement ethnic studies materials in their curricula. Participants will also develop plans of action to achieve their objectives.

5:00-5:30 — Sharing of Plans of Action/Appraisal Forms: During this time each group will share their plan of action with other groups. Also, using the appraisal form participants provide feedback on the usefulness and interest level of the workshop.

INDEPENDENT SCHOOL DISTRICT NO. 16

Board of Education Building
8000 Highway 65 N. E.
Minneapolis, Minnesota 55432
(612) 786-5570

February 16, 1977

To: Title IV CRA Task Force

From: Ross E. Johnson

This memo is a follow-up of our Task Force meeting of January 12th in which proposed activities were generated to develop background and guidelines in dealing with non-racist, non-sexist and multi-ethnic materials. Most of the suggested activities centered on general awareness seminars and consultant help in all curricular areas with emphasis on recognition and resolution. The time blocks narrowed down to Friday evenings and Saturdays or during the school day with on-demand consultants.

A weekend seminar has been planned in cooperation with Walter Jones, Consultant, Human Relations and Christian Skjervold of the Minneapolis Public Schools Ethnic Culture Center. Goals for the session will include:

- Definition of Important Concepts for Ethnic Studies
- Presentation of Strategies for Infusing Ethnic Content into Existing Curricula
- Presentation of Suggested Criteria for Evaluating and Selecting Multiethnic Curriculum Materials
- Exploration of Tools and Techniques for Analyzing and Evaluating Multiethnic Curriculum Materials
- Review of Lesson Planning Model for Infusion of Ethnic Content into Existing Curricula

SEMINAR SCHEDULE:

Location: local Holiday Inn

Date:	Friday, March 11th	-- 4:30 - 5:00 p.m.	- Coffee
		5:00 - 6:00	- Opening Session
		6:00 - 7:00	- Dinner
		7:00 - 9:00	- General Session
	Saturday, March 12th	-- 9:00 - 12:00 noon	- General Session
		12:00 - 1:00 p.m.	- Lunch
		1:00 - 3:00	- General Session

I have been very pleased and impressed with the attitude and participation of our Task Force. It is my hope that you will be able to be a part of this seminar. Catherine Mumm and Margo Seaman attended a three day session at the Center and came back with great enthusiasm.

Please contact my office through Virginia Deggendorf by February 28th as to your status. (786-5570)

One parting statement, Mr. Jones has assured me your stipend check will be available by March 11th.

cc: Dr. Huber
Elementary & Secondary Principals

An Equal Opportunity Employer

You are cordially invited to attend
the Ethnic Cultural Non-Sex Bias Center

Open House

Friday, February 18, 1977

1:00 to 4:30 p.m.

Central Administration Building

Room 206

Duluth Public Schools

Lake Avenue and Second Street

saint luke's school

1065 summit avenue / saint paul, minnesota 55105 / 224-4839

FEB 25 1977

February 22, 1977

To the Ethnic Cultural Center Staff:

The staff of St. Luke's School wishes to express our thanks and appreciation to Mr. Dan Gregg for his assistance to Karen Sjoding in presenting a workshop for us on Multi-Ethnic Curriculum, on February 10. His experience and expertise added greatly to the presentation.

The workshop was very well organized. It moved along at a good pace and the information was interesting and thought provoking. We hope to pursue the concept of Multi Ethnic Curriculum in planning for the future of our school.

Many thanks

Sister Patricia DeMoully

Sister Patricia DeMoully,
Principal

saint luke's school

1065 summit avenue / saint paul, minnesota 55105 / 224-4839

Members of the St. Luke's Staff who attended:

Sr. Patricia DeMoully
Mr. Gary Faust
Miss Susan Powers
Miss Cathy Zimmerman
Mrs. Evelyn Bjorn
Mrs. Marilyn Ruddy
Miss Mary Crosson
Miss Jane Heaton
Sr. Jeanne Gryzkiewicz
Mrs. Susan Hedtke
Mrs. Pearl Butler
Miss Jeanne Rogers
Miss Patrice Cassil
Sr. Mary Clare
Sr. Kathy Haller
Mr. Patrick Wagener
Sr. Yvonne Vogel
Sr. Joan Kain
Mr. Wally Wescott
Sr. Colleen O'Malley
Miss Pat Sullivan
Sr. Ramona Rademacher
Mrs. Anne Lynch Skow
Mrs Janet Lechman
Mr. David Gallett
Mr. Bill Gerst
Mrs. Judy Engel
Mrs. Millie Dehlinger
Mr. Lowell Lundy
Sr. Hazel Hubbard
Sr. Mary Regal
Sr. St. Hugh
Sr. Kathleen McDonald
Sr. Joan Groschen

NEBRASKA
DEPARTMENT OF EDUCATION
233 SOUTH 10th STREET, LINCOLN, NEBRASKA 68508
TELEPHONE (402) 471-2295

M. Anne Campbell
Commissioner

February 25, 1977

Mr. Bruce Tipple
Ethnic Cultural Center
Department of Intergroup Education
1201 University Avenue Northeast
Minneapolis, Minnesota 55113

Dear Bruce:

Lorita Myles just phoned to say that I have erred in not sending you the list of participants at the Omaha Workshop. Somehow I missed writing that on my list of "things to do" - sorry. I sent it to "Paco" February 3 so we have it ready to you!

We are doing a session on Multi-Cultural Education at the National Council on Social Studies Meeting in Omaha. Maybe we will see you there too.

Take care.

Sincerely,

Jane

JANE ELLEFSON-KLUCK, Consultant
Equal Educational Opportunity Project

JEK/dkh

Enclosure

92

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1904 Plum Creek Lane
Lexington, Nebraska 68850

Ethnic program aimed at schools

An ambitious program is being cranked up to make students in Duluth schools more aware of the diverse cultures that make up American society.

It will be a two-pronged effort: Creation of an ethnic resource center in the Central Administration Building where teachers will come for materials and training and bringing into the classrooms representatives of ethnic groups to talk about and demonstrate their cultures.

Piggybacking on the Bicentennial celebration, which included a series of ethnic festivals, Judy Byce, who is directing the school projects, said each of the ethnic groups that participated will be asked to "adopt" a secondary school and take responsibility for making its students aware of their particular heritage.

There are probably many other ethnic elements in the community—small or large—who have not identified themselves, she said, and she hopes to get as many as possible involved. She welcomes contacts from individuals and groups who are interested in participating.

She and her assistant, Cynthia Jeneson, are gathering materials for the resource center. They are modeling it after one the Minneapolis school district has maintained for several years. Many of the materials—books, maps, audio-visual and other media—are commercially produced. Local contributions also will be used.

The center will be known officially as the Ethnic Cultural and Non-Sex-Biased Resource Center.

While getting the center organized, Byce and Jeneson have been visiting school principals and staffs to make them aware of the upcoming programs.

"The response from the principals and staffs has been very, very positive," Byce said. "We have had wonderful cooperation from the community, too."

The first of a series of three-day training sessions for teachers, has been scheduled for Dec. 6-8. Twelve teachers will be involved. A multi-ethnic approach will be taken in preparing them to take the program into their classes, Byce stressed.

More than one group may "adopt" a school. As the program moves along, the different groups will be rotated among the schools to give them a more varied exposure.

Byce foresees a series of "cultural happenings" in the schools where resource people will introduce their native foods in cooking classes, arts and crafts in art classes, sewing in home economics classes, dances in gym classes, literature and history in those classes.

A clutter of materials which will go into the enthnic cultural center is checked by Cynthia Jeneson, left, and Judy Byce.—(Staff photo)

The program is being developed with the help of an advisory committee made up of Shirley Swain, director of the St. Louis County Heritage and Art Center; Clay Hall, head of the Black Education Advisory Committee; Robert Monahan of the Intercultural Non-Sex Biased Advisory Committee; Larry Annett, director of curriculum; Henry Pedersen, principal of the Open School; John Downs, principal of Lincoln elementary; Marian Plewacki, assistant principal at Lincoln Junior High; Sofia Ogard, a senior high teacher; Mary Ann Lucas, an elementary teacher; Beverly Ankarlo, affirmative action officer for the school district, and Bonnie Cusick, director of the Chisholm Museum. Ex-officio members are Donald Soderberg, director of development, and Ella Strother, director of human relations.

That part of the program which will bring ethnic groups into the schools is financed with a three-year, $69,500 grant from the federal government, plus $7,700 in local funds. The resource center is being developed with local support.

Madison Metropolitan School District

Douglas S. Ritchie, Superintendent

545 West Dayton Street
Madison, Wisconsin 53703

Department of Human Relations
608-266-6203

July 1, 1977

Mr. Chris Skjervold
Mr. Bruce Tipple
Ethnic Cultural Center
1201 University Avenue N.E.
Minneapolis, MN 55413

Dear Chris and Bruce:

I am enclosing a typed copy of the list of participants in the workshop you conducted here on June 20-21, as well as the compiled results of our evaluation sheet and your action program sheet.

The evaluations are generally very good. Obviously the need for materials is most widely felt and we will do all we can to meet that need. I was a bit disappointed that only two of the four groups were able to come up with a plan of action. But there is no question that all groups grew in awareness and that that awareness will permeate the teaching of those group members as well as any participation in Social Studies Steering Committees they might have.

May I thank you both again for your good work with our teachers. It was a good two days and I hope you enjoyed them as much as we did. We'll have you in mind when another workshop is requested.

Sincerely,

Ruth

Ruth A. Gudinas
Curriculum Specialist

RAG:sjg

Enclosures

MULTI-ETHNIC CURRICULUM WORKSHOP

Participant Reaction Sheet

June 20-21, 1977

Did you learn anything worthwhile at this session?
(check one response)

24 several valuable ideas

1 a few things

1 very little

_____ nothing

Do you expect to apply anything from this session to your own professional/personal situation?
(check one response)

21 definitely - *Excellent!!!*

3 probably

2 maybe - *Some, if materials are made available.*

_____ probably not

_____ definitely not

Would you encourage the Exchange to re-offer this session at a later date so that more teachers could have this experience?

24 Yes - *with modification*

1 No

1 No Opinion

What, if any, suggestions do you have for additional sessions that the Exchange might organize in the future?

Morning, rather than all day sessions, might be more productive. All day sessions drag out. Peer teaching was rather redundant and not necessary.

Allow for more creative work. Compiling of information, materials, and curriculum.

Must utilize ethnic instructors next time. The personal, institutional and professional imbalance that affect the education of minorities must be more accurately reflected.

Time to develop units/curriculum materials for use in the classroom.

Have it again for other teachers. Keep a file of items available from Minneapolis.

Identify activities which can be used at a specific grade level - or identify activities for a range of grades so as to eliminate repetition. Organize the materials for use in kits and/or packets.

It would be great to have specific materials duplicated for our use, as mentioned.

Perhaps extend it to a longer period - there were so many aspects to explore which we could not take time to learn about.

More days for the workshop. Too much thrown in for just a 2 day session. Could be much more rewarding if it could have been extended even 1 more day!

Bring the school system's administrators into the program.

This was a good format.

Use Madison (local) resources more as a part of this type of inservice.

Sexism workshops offered at different times of the summer, fall and spring.

Same session should be given during school time next school year. (Teacher release time).

Role-playing additions. Women in society. Present program during the school year.

Roving of groups rather than clustering always in the same - although this was done to the best possibility.

I think it would be helpful to distribute the curriculum training manual to participating teachers <u>before</u> the first session, if possible. In this way the objectives of the workshop would seem more clear on the first day.

Other comments:

Good job for the most part.

Sexism workshop needed soon!

Good organization - <u>especially</u> small groups!

Excellent workshop due to good leaders and effective method of presentation!

Excellent workshop - got many good ideas and information on many sources of information. (Sorry about the redundency!)

A very enjoyable 2 days - good leadership.

How do you get to people that don't have the initial interest or awareness to come?

Well done. I like the fact that the group activities really did come to a closure. So often these things peter out.

Leaving with a good feeling!!

Enjoyed this team of workshop leaders!

Good session. Very worthwhile. Directly applies to my course in social studies.

Enjoyed!

Well done! Some excellent suggestions.

The session has been very enlightening. I think that most teachers would be very interested in teaching from a multi-cultural point of view but many times do not have the expertise to do so. Workshops of this sort are a valuable asset toward improving their abilities. ZEHR GUTE - PAR EXCELLENTE - OUTTA SIGHT.

Extremely valuable activities, materials and inspiration. Should definitely be offered to a larger audience.

This session was good, especially the 2nd day. However, I thought that many of the activities lacked direction and understanding of objectives.

An introductory explanation of the rationale for using a multi-ethnic approach would have been helpful at the beginning of the workshop.

MADISON METROPOLITAN SCHOOL DISTRICT

MULTI-ETHNIC CURRICULUM WORKSHOP

June 20-21, 1977

STATEMENT OF NEEDS - MEMORIAL AREA

The major needs in my school/district with regard to multi-ethnic education are:

A. Funds - 1184 - Development of AV materials

Supporting Evidence:

Lack of process-oriented AV material

Available material takes a "tokenistic" approach, "great man" approach, e.g. Native American Chief Joseph

B. Funds - Textbooks

Supporting Evidence:

Need for integrated (coverage of multiple-ethnic groups) textbooks

Need for various reading levels

C. Funds - for release time for teachers to develop materials; e.g. part of the Social Studies Task Force

Supporting Evidence:

Speaks for itself

D. Need for evaluation materials on multi-ethnic studies from various states

STATEMENT OF NEEDS - WEST AREA

The major needs in my school/district with regard to multi-ethnic education are:

A. Materials

Supporting Evidence:

Lack of material on acculturation

B. *Involving more teachers (articulation)*

Supporting Evidence:

Seven members of West Area know about this

C. *Sequence of activities or units*

Supporting Evidence:

Need to know what is being done

D. *Resource people or materials*

Supporting Evidence:

Teachers are not aware of Human Relations resources

STATEMENT OF NEEDS - *EAST AREA*

The major needs in my school/district with regard to multi-ethnic education are:

A. *Multi-ethnic texts - also curriculum matter*

Ethnic resource pool

Ample supply of AV materials - all levels

Supporting Evidence:

Lack of multi-ethnic texts - materials

Lack of communication - publicity about these people

B. *Current resource material*

Supporting Evidence:

Outdated books - racist materials

C. *Inservice Courses*

Supporting Evidence:

Needed background by teachers

Teacher motivation

STATEMENT OF NEEDS - *ENGLISH AS A SECOND LANGUAGE*

The major needs in my school/district with regard to multi-ethnic education are:

A. *Teacher awareness of and sensivity to cultural and language differences*

Supporting Evidence:

High school drop-out rate of minorities

Experience shows that teachers lack sensitivity to and awareness of cultural and language differences and language learning

Willingness and ability to individualize for a varied student population

B. *Better curriculum and materials which pertain to cultural differences*

Supporting Evidence:

Teacher's need for and requests for specific cultural material

ESL teachers desire and need for specific materials on what other educational systems are like

C. *More funding for development of cultural or language clubs at all levels, but especially at the elementary level.*

OBJECTIVES - After participating in this inservice program *WEST AREA TEACHERS* will be better able to:

A. Employ a conceptual model for adapting and/or developing multi-ethnic lessons/units

B. Identify and utilize local ethnic community resources

C. *Utilize a list of resource units available from Human Relations*

D. *Obtain individual units from MPS curriculum project through Human Relations*

E. *Plan involving more teachers through the West Area Task Force meeting July 18-22.*

OBJECTIVES - After participating in this inservice program *MEMORIAL AREA TEACHERS* will be better able to:

A. Employ a conceptual model for adapting and/or developing multi-ethnic lessons/units

B. Identify and utilize local ethnic community resources

C. *Identify and utilize local ethnic community resources such as the people (non-teachers) who participated in this 2-day workshop*

OBJECTIVES - After participating in this inservice program *EAST AREA TEACHERS* will be better able to:

A. Employ a conceptual model for adapting and/or developing multi-ethnic lessons/units

B. Identify and utilize local ethnic community resources

C. *Participating in materials selection - display of materials throughout all schools*

OBJECTIVES - After participating in this inservice program *ENGLISH AS A SECOND LANGUAGE PERSONNEL* will be better able to:

A. Employ a conceptual model for adapting and/or developing multi-ethnic lessons/units

B. Identify and utilize local ethnic community resources

C. *Deal more sensitively with ethnic and cultural differences*

D. *Understand the social studies curriculum*

E. *Work with staffs of different schools*

PLAN OF ACTION - Outline specific activities designed to lead to the attainment of the objective listed above. Be as specific as possible.

WEST AREA: 1. *July 18-22 West Area Task Force - Carole, Gary, Terry will report on June 20-21 Human Relations workshop*

2. *Further activities will be developed at that time*

EAST AREA: 1. *Work through steering committees*

2. *Money made available for materials*

NEEDED ------MOTIVATION -----*MATERIALS*

MULTI-ETHNIC CURRICULUM DEVELOPMENT WORKSHOP
MADISON METROPOLITAN SCHOOL DISTRICT
June 20-21, 1977

AKAMATSU, Don
Resource Person
Asian Union

ALLBAUGH, Terry
Thoreau Elementary School
Grades 2-3 or 4-5

BRESNICK, Suzy
Textbook Librarian
MMSD Administration Bldg.

BURK, Carl
Gompers Middle School
Grade 8

CENITI, Joseph
Orchard Ridge Middle School
Grade 6

COOPER, Zachary
Resource Person
U of W-Madison

CORBETT, Dana
Jefferson Middle School
Grade 8

DALY, John
Jefferson Middle School
Grade 8

DEER, Robert
Resource Person
U of W-Madison

DELMORE, Patrick
Orchard Ridge Middle School
Grade 8

DUFFEY, Karen
Orchard Ridge Middle School
Grades 7-8

GILBERTSON, Thomas
Cherokee Middle School
Grade 6

GUDINAS, Ruth
Workshop Coordinator
Department of Human Relations

HAMER, Charles
Sherman Middle School
Grade 6

HEIDEMAN, Carroll
Van Hise Elementary School
Grade 4

HOFSTEEN, Linda
Cherokee Middle School
Grade 6

JUENEMANN, Perry
East High School
Grades 9 thru 12

KANGAS, Gary
Cherokee Middle School
Grade 7

KOTNOUR, Jerry
Orchard Ridge Middle School
Learning Coordinator

LANE, Walter
Resource Person
Madison Area Technical College

LAVIN, Mary
Gompers Middle School
Grade 6

McPEEK, Donna
Cherokee Middle School
Learning Disabilities-R

MILLER, Gary
East High School
Grades 9 thru 11

MOORE, Jack
Lincoln Middle School
Principal

NIEDERMEIER, Ann
Hawthorne Elementary School
English as a Second Language K-12

ODOM, John
MMSD Department of Human Relations
Director

POOLE, Nancy
Orchard Ridge Middle School
Grade 6

ROSS, Carol
Franklin Elementary School
Grade 4

SAPIENZA, Glenn
Schenk Middle School
Grade 8

SIEBERT, Jack
Shorewood Hills Elementary School
English as a Second Language K-5

STECKELBERG, Dick
Memorial High School (James Madison)
Social Studies Department

STOVALL, Tenia (Mary)
East High School
Grades 10 thru 12

WEBSTER, Schuyler
Resource Person
U of W-Madison

WOOD, John
Cherokee Middle School
Grade 8

HAFEMAN, Donald
Madison Metropolitan School District
Assistant Superintendent for
Instruction

POSITION PAPER

ON THE MULTI-CULTURAL APPROACH

IN SOCIAL STUDIES CURRICULUM DEVELOPMENT

By

Don Akamatsu
Mario Calderon
Zachary Cooper
Robert Deer
Sarah Fabio
Peter Moy
Aurora Rios
Schuyler Webster

For the Department of Human Relations
Madison Metropolitan School District

April, 1977

Introduction

America in history is characterized as one of the greatest nations in the world. Each year, scientists, legislators, artists, and many others contribute to this still-developing nation, and the totality of these contributions results in additional development. Enthusiasm for the nation, however, must be tempered by a new awareness of the nation's citizenry and their contributions.

America is a nation of many races and cultures. This diversity is reflected in our many languages, religions, traditions and skin colors. Each of us has ancestors who came from different parts of the world or nation, and as the generations pass we all take pride in our heritage and accomplishments.

The nation's written history however, is unbalanced, reflecting only the dominant culture. American history, instead of being an all-inclusive history -- a history of all peoples -- has been presented from the perspective of Anglo-European bias, which neglects and/or distorts the reality of pluralism. America should be presented as a multi-cultured society and the notion that dominance by any one groups is necessary should be rejected. Educators must recognize this and should teach cultural pluralism -- a more balanced perspective which more accurately reflects contemporary reality.

The Goal Challenges

Some of the greatest challenges facing the social studies teacher in the nation's educational institutions concern such matters as sensitivity, fairness, accuracy, and balance: (1) sensitivity in dealing with each other as individuals and as members of diverse groups; (2) fairness in the portrayal of the roles and contributions of all people who compose the nation; (3) accuracy in the presentation of contemporary and historical figures and populations, and (4) balance in the coverage and emphasis alloted to various groups in society, including Euroamericans as one of those groups.

Social studies teachers should achieve a number of higher-order, general objectives in their instruction:

(1) to provide all students with basic information about all groups and their roles in society;

(2) to provide students from various ethnic and racial groups with the opportunity to understand the role of their own group in the composite history of America and the effects that racism has had on that historical role;

(3) to develop a curriculum which equips classroom teachers with the information, strategies, and materials needed to make students more knowledgeable and more aware and appreciative of differences;

(4) to increase the pride and interest of all students in the accomplishments and contributions of their group in the building of America.

More specific objectives, those that concern each ethnic group, center around each group's unique perspective.* For example, the Latino American

*See Appendix

ethnic studies programs for grades six through eight should contain such elements as language, political organization, religion, social structure, territory, war, land purchases and land use, their status in society, and economic conditions. The Native American curriculum should focus on "basic definitions" such as what constitutes a reservation, the legal definition of an Indian, the Bureau of Indian Affairs, treaty rights and sovereignty, migration, land use, food, language, religion, and the Indian community.

The ethnic studies curriculum for Afro-Americans and Asian-Americans should be equally complete and detailed based on the specific concerns of the group. Most importantly, the expressions of all of these cultures through music, art and other media should be incorporated into the curriculum. The literature of each group, in particular, should be given special attention, since through the literature of the people their world view is expressed and their legacy to their children is transmitted.

Conclusion

Ethnic groups in America must receive a fair and balanced treatment by the educators in our schools. Such developments as civil rights, affirmative action, the equal rights amendment, and a Presidential concern with human rights "re-emphasizes" the concerns of the minority groups in society. This increased knowledge and awareness comes from growth and exploration at all ages, but it is especially important that the schools of the nation directly confront the problem. American history which instills pride in one's heritage and empathy with others will bind us together, while traditionally biased history will continue to pull us apart.

It is our hope that such an innovative approach to curriculum development in the social studies will motivate all students to make intelligent decisions, be effective in their social interaction and help influence government policies.

APPENDICES

Latino Americans

Develop a list of objectives: What experiences 6-8 students should have in an Ethnic Studies Program

I. Learn to describe the peoples who inhabited this continent (N and S) before the conquerors arrived

   A. What civilizations

      1. Their geographical location
      2. Cultural patterns
         a. Language
         b. Political organization
         c. Religion
         d. Social structure
         e. Artifacts

II. Describe the conqueroring peoples

   A. Show understanding of the historical background

      1. Motivations
      2. Process of discovery and conquest
      3. Brief exposure to language

III. Show understanding of colonial history

   A. Ethnic background that resulted from the blending of Spanish and native peoples

   B. Cultural patterns

      1. Language
      2. Religion
      3. Social organization

IV. Describe process of Independence from Spain

V. Show knowledge of Mexican history right after Independence

   A. Territory

   B. Ethnic composition

   C. Language

-OVER, PLEASE -

VI. Describe process which U.S. acquired Mexican lands

A. Mexican-American War

B. Land purchases

C. Migration of Anglo peoples into Mexican lands

VII. Show awareness of socio-economic condition of present day Mexican-Americans in relation to their history

A. Status in society

1. Education
   a. Movements for improvement
2. Social problems
3. Process of acculturalization
   a. Directly imposed
   b. Indirectly imposed
4. Will to gain greater status on the part of Mexican-Americans

B. Economic conditions

1. Employment condition
   a. Migrant labor
   b. Strive for unionizations HUELGAS BOYCOTTS

MULTI-CULTURAL		INDIAN	
BASIC DEFINITION		HISTORICAL	CONTEMPORARY
Land use Persecution Dominion/Soverignty Discovery Indian Reservations/Rights Treaties BIA Wars/Revolution/Indian Food Constitution Tribal Geography Legislation Government Policies Legal Decisions Migration, Forces Communities and their designs, names, etc.	Spanish Black French English Indian Asian American	Phases Chronological Philosophical Treaties Allotment Reorganization Termination Restoration Soverignty Self-determination	Problems: Health Education Welfare Religion Government Treaty Rights Hunting/Fishing/Ricing Cultural Preservation Migration

Group I.D.
Ages 12-14
Grades 6, 7, 8

CLINIC – E **1:00 p.m. – 4:15 p.m., SALON 4**

CHINA TODAY: MAOIST VALUES IN EDUCATION AND SOCIETY

Presenter: Donald MacInnis, Director, Midwest China Study Resource Center

Staff: Richard Kagan, History/China Faculty, Hamline University
Bruce Robb, Teacher, Washington High School, St. Paul

A comparative approach to the teaching of values in People's China and the United States. China stresses "Serve the people" – Collective values. The U.S. stresses individual values, self-fulfillment, personal achievement. Questions: Does the stress on individual performance in American schools and society lead to excessive individualism, privatism and social disharmony? Does the Chinese emphasis on collective values and "serve the people" ethics have relevance for Americans? What points of congruence or disparity emerge in comparison of Chinese and American educational values, assumptions, theory and practice? . . . . This clinic will include lectures by specialists, films, materials from China (posters, visuals, etc.), teaching aids.

Secondary, Supervisors, Teacher Educators

CLINIC – F **1:00 p.m. – 4:15 p.m., SALON 3**

A CONCEPTUAL APPROACH TO MULTI–ETHNIC CURRICULUM

Presenter: Dan Gregg, Minneapolis Public Schools, Ethnic Cultural Center

Staff: Althea Fernandez, Minneapolis Public Schools, Ethnic Cultural Center
Sharon Shiraiwa, Minneapolis Public Schools, Ethnic Cultural Center
Louverne Williams, Minneapolis Public Schools, Ethnic Cultural Center

The intent of the clinic is to introduce to educators a conceptual framework for infusing ethnic content into existing curricula. Participants will define important concepts and explore a rationale for ethnic studies. Samples of multi-ethnic curriculum materials will be demonstraded. A brief presentation of the work of the Ethnic Cultural Center will also be included.

Elementary, Secondary, Supervisors, Teacher Educators, General

THURSDAY EVENING **APRIL 28, 1977**

INTERACTION SEMINARS **7:00 – 9:00 p.m.**

Interaction seminars are designed to afford educators the opportunity to exchange ideas with individuals occupying policy making positions in education. You will have the freedom to move from one seminar to another throughout the evening and to participate in all discussions. This will be a chance to share your experiences, on a personal level, with several of the individuals and organizations affecting your professional life.

Chairperson: Rich Barbeau, Social Studies Teacher, Burnsville Senior High School

The Minnesota Student Exchange Program, a project funded by the State's Council on Quality Education, is in its third and final year of state support. We hope you will join this year and participate in a student exchange.

This project is a two (or three) week reciprocal lifestyle exchange between students from St. Paul Open School (and other metropolitan elementary and secondary schools) and from outstate Minnesota. Students live with a family, attend school and actively participate in the community.

In the past two years, over 200 students, ages 9 to 18, have participated. Both students and parents described this program as a valuable, eye-opening and maturing experience having a significant positive impact on behavior and personal growth and development.

General

SECTION 21 **3:00 p.m. – 4:15 p.m., CONF. 1**

HERITAGE FOR TOMORROW

Presenter: Ronald H. Ronning, Project Director, Heritage for Tomorrow, Humaniti Curriculum Project (C.Q.E.), Social Studies Teacher, Burnsville Senior High School.

Chairperson: Jonathan Oleson, Oredean Junior High School, Duluth Minnesota

"Heritage for Tomorrow". . . .A Humanities curriculum generating project funded by th Council for Quality Education. High School humanities teachers, participants in an inte disciplinary unit-writing institute, will present model humanities units, discuss methods consistent with humanities approach, and share classroom experiences relative to the project's unit testing program. (What has worked – what hasn't – and why?)

Secondary, Teacher Educators, Supervisors

SECTION 22 **3:00 p.m. – 4:15 p.m., SALON**

EXPOSURE TO MULTI-ETHNIC CURRICULUM: A CONCEPTUAL MODEL

Presenter: Dan Gregg, Ethnic Cultural Center, Minneapolis Public Schools

Staff: Althea Fernandez, Ethnic Cultural Center, Minneapolis Public Schools
Sharon Shiraiwa, Ethnic Cultural Center, Minneapolis Public Schools

Chairperson: Bill Riggs, Jefferson Senior High School, Alexandria, Minnesota

The intent of the section is to introduce educators to import concepts for ethnic studi demonstrate the Minneapolis Multi-Ethnic Curriculum Model, and provide sample lesso strategies for multi-ethnic curriculum. A brief presentation of the work of the Ethnic Cultural Center will also be included.

Elementary, Secondary, Supervisors, Teacher Educators, General

SPECIAL ELEMENTARY CURRICULUM MATERIALS SESSION

SOUTH DAKOTA
department of education and cultural affairs

Division of Elementary and Secondary Education State Capitol Building, Pierre, South Dakota 5750

March 29,1977

Dan Gregg
Ethnic Cultural Center
1201 University Avenue N.E.
Minneapolis, Minn.

Dear Dan:

I am today sending out the enclosed information to the people who participated in the two Multi Ethnic Leadership Curriculum Workshops in South Dakota. Will keep you informed as soon as we get information back as to the follow-up meeting.

Things have been pretty hectic around here since the Legislature saw fit to really whack our Department funds. The State Board will now have to assess the impact and decide what to do about it.

Today we are having rain and snow (very welcome here) but out in the Hills all schools are closed and a foot of snow on the ground. I was home on the week end and really made hay in the yard work as it was 65 degrees and beautiful. Some change....

Hope everything is going along well for you and as soon as I get some responses from the workshop people I will call to try to set up a date if these people plan to participate in a follow-up session.

Sincerely,

Naomi

Naomi Spaulding, Director
Social Studies

department of education and cultural affairs

Division of Elementary and Secondary Education — State Capitol Building, Pierre, South Dakota 5750

TO: Multi-Ethnic Leadership Workshop Participants

FROM: Naomi Spaulding, Director
Social Studies and Free Enterprise

RE: Multi-Ethnic Leadership Workshops

DATE: March 28, 1977

The two Multi-Ethnic Leadership Workshops were most successful with a total of 30 at Sioux Falls and 17 at Rapid City. You are to be commended for your participation in this workshop because multi-ethnic curriculum provides an opportunity to make curricula more reflective of our multi-ethnic society.

Now that you have had a chance to think about the workshop and hopefully to share with others in your school the potential of it, I need to bring you up to date on what happens next.

Perhaps you recall in the first announcement, it was planned to have a one-day follow-up at each of the conference sites before the end of the school year, probably in May. This could be a day of individual group conferences with Dan Gregg, Consultant or a total group follow-up if you share with me specifically what would be helpful to you. We will need to set a date and develop plans for this.

You recall that each group prepared a "plan of action" the last day of the conference. Our Curriculum and Instruction staff of DESE reviewed these plans and are anxious to assit you in carrying them out if you will let us know the kinds of assistance we might provide.

The Cultural Center in Minneapolis has furnished us with a copy of all the curriculum materials and media that they developed in their project. These were displayed at the workshop. Attached is a list of these materials. We need to know from each of you which of the print materials you would really like to have. When we get this response from you, we will then decide if we can duplicate a copy for each school that participated if this would be helpful.

We are the only state that has been given access to these materials so we are very pleased. Since so much time and money has gone into the development of these curriculum materials, and since they have been made available to us it is a real opportunity to develop our program by using these models.

If you will return the questionnaire and check the list of print materials that would be most helpful to you, we will try to set up the follow-up day.

Please let me hear from you by April 15, 1977.

NS:sp
Encl.

MULTI-ETHNIC LEADERSHIP WORKSHOPS

Please return this questionnaire to:

Naomi Spaulding, Director
Social Studies and Free Enterprise
New Office Bldg.
Pierre, SD 57501

Please have this returned by April 15, 1977.

1. List two dates in May that would be convenient for the one day follow-up.

_____ _____

2. Please list what you would like to have at the follow-up meeting.

Consultant meet with school committees_____

Questions and answers by individuals about program_____

Other:

Other:

3. Have you identified some ways that DESE staff might assist you? Please list:

4. I have checked and will enclose one copy of the Curriculum PRINT materials list that would be most helpful. (level 6-9)

YES_____ NO_____

MULTI-ETHNIC CURRICULUM MATERIALS FROM THE ETHNIC CULTURAL CENTER, MINNEAPOLIS

Teacher Guide _____

Includes the 7 units:
Ethnicity, Migration, Acculturation,
Ethnic Enclaves, Family, Prejudice/
Discrimination, and Power.
This includes student work sheets.

Sample Lesson - Strategies for
Multi-Ethnic Curriculum developed
by teachers/Ethnic Cultural Center _____

Resource Material/Ethnicity Unit _____

Resource Material/Migration Unit _____

Resource Material/Ethnic Enclave Unit _____

Resource Material/Family _____

Resource Material/Prejudice-Discrimination _____

Resource Material/Power _____

Resource Material/Finns and Finnish Americans _____

Audio-Visual Resource Catalogue
Partial listing of filmstrips _____

Guide to An Analysis of Curriculum Materials
For Ethnic Heritage Programs
(California Dept. of Education '76) _____

Ethnic Studies Materials Analysis Instrument
Short Form
(Reprinted from the Ethnic Studies
Materials Analysis Instrument Published
by the Social Science Education Consortium) _____

Evidence Cards _____

Visual Analysis of Ethnic Neighborhoods
The Cherokee and the Europeans
The Stages of Migration
The Immigrants
The Story of Acculturation
What Kind of People Migrate

Posters - Col'ages (13) _____

Evidence Posters about Ethnic Groups (23) _____

Audio Tape - the Amana Colonies: A Rural Ethnic Community - TONY'S MOTHER'S LESSON _____

Records: _____

My Move to the City - My Life on the Reservation
The Sioux Name Ceremony - Minnesota Indian Leaders
The Ojibwe People - The Dakota People
Sioux Ceremonial Drum - Minnesota Ojibway Commercial Fishing

Filmstrips: _____

My Move to the City
The Sioux Name Ceremony
Indian Leaders: Past and Present
The Ojibwe People
My Life on the Reservation
Minnesota Ojibwe Commercial Fishing
Family - Activity #1
Migration - Activity #12
Acculturation - Activity #5
Prejudice/Discrimination - 5 and 8
Amana Colonies
Power 1 and 8

Ethnic Heritage: A Living Mosaic _____

Workbook, filmstrip, audio tape
J.C. Penney Educational Materials
Cost $5.00 or inquire at local
Penney Store for loan.

**The above is a list of all the materials but we are asking you to respond to only the PRINT materials. Keep one copy and return one that you fill out, please.

NAME_____

SCHOOL_____

ADDRESS_____

SOUTH Dakota
department of education and cultural affairs

Division of Elementary and Secondary Education State Capitol Building, Pierre, South Dakota 57501

July 6, 1977

Bruce Tipple
Ethnic Cultural Center
1201 University Ave. N.E.
Minneapolis, Minn. 55413

Dear Bruce:

Now that we've had the follow-up day with Dan, I'd like to express my appreciation to both of you for the assistance given to us in the Multi-Ethnic Curriculum Project.

The day with other staff members last week went well and Dan contributed much to the success of the day. We will be planning another workday this summer but I think we are making progress.

We are excited about the possibilities with Multi-ethnic education and with the help from the five-state project we feel that we are ready to move ahead now.

Enclosed find a couple of items from the meeting last week and an earlier meeting with the Curriculum and Instruction Advisory Council that may be of interest to you.

Thank you both for all of your assistance and we hope the next year will continue to be a bright one for you. We will try to keep in touch.

Sincerely,

Naomi

Naomi Spaulding
Social Studies, Director

enc.:

Naomi

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION STATE CAPITOL BUILDING, PIERRE, SD 57501

TIPS FOR VIPS

Curriculum & Instruction Advisory Council
Notes from Third Meeting - June 15 & 17, 1977

MEMBERS PRESENT: Oscar Dickhaut, Maurice Haugland, Joe Laber, Eleanore Moe, Joan Podoll, Ardee Swisher, Tanya Ward. Joyce Levin and Naomi Spaulding, DESE were also present.

Next Meeting Date: October, 1977. Alternative dates will be sent for confirmation.

Potential Agenda Items Identified for October Meeting

1. Discussion of C & I FY '78 projections of program efforts.
2. Review draft of strategies for LEA evaluation of C & I Service and Leadership as proposed by C & I staff.
3. Review draft of C & I Handbooks/Guides components as proposed by C & I staff.
4. Exceptional Children: Use of the Placement Committee and the IEP (Individual Educational Plan); to be presented by a staff member from the Section for Exceptional Children.
5. Response to FY '77 C & I Performance Report.
6. Needs Assessment in Curriculum and Instruction for LEA use as proposed by C & I staff.

Follow-Up needed prior to October Meeting:

1. Draft of Curriculum and Instruction Needs Assessment for LEA use: to be reviewed by Advisory and feedback given by August 1, 1977 (Kathy & Joyce).
2. Follow-up on work for Language Arts Task Force (Kathy Jones Schladweiler).
3. Plans for Multi-Ethnic Education following June 30, 1977 planning meeting (Naomi Spaulding).
4. Announcement on filling the position of Right-to-Read Director (Joyce Levin).
5. Announcement upon funding of the Metric Education Project (Marilyn Hala) and the Library-Media project (Ardis Ruark) for children with special needs.
6. Publicity on June meeting of Advisory Council (Joyce).
7. Review of FY '78 Performance Indicators and Standards for C & I staff (C & I staff).

June 16 & 17 Notes

I. FY '77 C & I performance Format

The format is comprehensive, is directly related to Performance Standards and shows accountability, and will give Advisory members a good working knowledge base of the Office of Curriculum and Instruction for their roles/responsibilities as Advisory members.

II. FY '78 C & I Key Responsibilities and Standards.

The FY '77 performance data serves as a sound basis for FY '78 projections. Elimination of the Offices of Inservice and IGE will reduce FY '78 performance in all areas and significantly reduce specific areas of service and leadership. DESE has requested that the Office of Inservice Education and Staff Development with program monies be reinstated for FY '79. This request was accompanied by a letter of support from SDEA and a letter of support from the South Dakota Association of Teacher Education (colleges/universities).

The Advisory demonstrated confidence in the C & I staff through their acceptance and support of the Standards for performance as set by the C & I staff. The Advisory voiced the caution that these Standards should not be so rigid as to exclude needed efforts. Following discussion, the Advisory felt as though rigidity would not be a problem. Advisory members will receive final copies of C & I Standards in August and discussion of these Standards was identified as a potential agenda item for the October meeting.

III. Minimum Standards for South Dakota Students

Advisory discussion of the development of minimum competencies resulted in the following agreements with C & I projections:

1. The purpose for developing minimum competencies is to improve educational opportunities for South Dakota students.
2. Minimum competencies need to be developed with state-wide representative input.
3. Minimum competencies are for all students in regular elementary and secondary schools. Students with more pronounced handicapping conditions will increadingly be provided for in our regular elementary and secondary schools.
4. Minimum competencies need to be developed on an interval basis (first through third year, fourth through sixth year, etc.) in order to result in program planning designed to meet the needs of a wide range of individual differences.
5. The use of minimum competencies can be a positive approach to public relations.

IV. Strategies for Multi-Ethnic Education

The Advisory expressed complete support for the work that has started in Multi-Ethnic Education and that is anticipated during FY '78 through the leadership of Naomi Spaulding, Director of Social Studies and Free Enterprise. The Advisory reached the following agreements:

A. There is a need to develop guidelines for schools to use in Social Studies.
B. Since Social Studies includes so many areas and since Multi-Ethnic Education is a vital area; guidelines in Multi-Ethnic Education need to be started during FY '78. Design and development used in the Right-to-Read Standards of Excellence is recommended.
C. The important area of Indian Education can be effectively addressed through Multi-Ethnic Education. This approach will involve a large number of schools that do not have, as well as schools that do have, a significant number of Native American students.

D. Follow-up will be provided to schools participating in the two Multi-Ethnic Conferences this Spring.
E. In addition, cooperative awareness and orientation workshops will be conducted during FY '78.
F. Teacher education institutions will be included in order to provide for preservice needs and as a way of responding to the needs of the field through inservice education. The approach used by Right-to-Read to include higher education will serve as a good basis.

V. C & I Needs Assessment for LEA Use

Agreements:

A. Local schools need to have an assessment that addresses curriculum and instruction. The comprehensive needs assessment available does not collect useable information about C & I.
B. There will also need to be procedures and suggestions for using the needs assessment. C & I staff will need to provide services in this area.
C. The Advisory will receive copies of the current draft in July. Revision will occur following input from the Advisory. Please provide Joyce with your input by late July.
D. The instrument for LEA Needs Assessment in C & I will be announced and then provided on a request basis during FY '78.

VI Internal and External Awareness of C & I Service and Leadership

The Advisory felt that they could be of more assistance in the development of external awareness than in internal awareness. The final performance report should help with internal awareness and should assist in developing external awareness with the LRC, the legislature, the budget office, etc. Presentations similar to those given at ASCD, Elementary Principals, and Current Trends (August) were identified as effective approaches for external awareness. Suggestions from the April meeting also included activities that highlight C & I involvement in various local activities (i.e. inviting state board members and local legislators to C & I workshops; noting C & I roles when local workshops are publicized, etc.). News releases about the work of the Advisory was identified as a good way of creating external awareness.

VII. Membership

Needed:

A. Legislative representation*.
B. Board member from a large school district.
C. Programs for exceptional children*.
D. Superintendent from a small-medium size school District (with the opening from Superintendent Knauer).

*Had been planned. Participation anticipated.

HAVE A GOOD SUMMER EXPERIENCE

RE-CAP OF FOLLOW UP ON MULTI-ETHNIC CURRICULUM

June 30, 1977

Dan Gregg from the Minneapolis Cultural Center met with Curriculum and Instruction staff on June 30, 1977, in the 3rd Floor conference room as a follow-up to the two - 3 day Multi-Ethnic Curriculum Leadership workshops held in Sioux Falls and Rapid City in February.

Dan reviewed the multi-ethnic training manual and the training model used in the project in Minnesota and some of the changes made.

Legislation was discussed and some samples displayed of what has been done in other states. It was suggested that we could build on South Dakota Law: moral education - by including contributions to the history of the United States by minority groups.

Sources of funding and other state proposals were discussed and exhibited. Sample plans for multi-ethnic education as developed by other workshop centers were shared.

We then looked at the South Dakota plans that were developed from the two workshops but decided to consider them in detail at a later meeting.

Did a brainstorming activity on newsprint as to what DESE C & I staff could do (see attached statements) to implement multi-ethnic education.

Some of the agreements as to what is to happen now -

1. Copy of all materials developed by the Center to schools who participated in the leadership workshops by the opening of school including materials for the review of materials for multi-cultural inclusion.

2. A letter to superintendents of the schools involved with feedback and offering to participate in any role wanted during work with social studies steering committee and the administrators.

3. We be invited to participate in follow-up inservice meeting this fall.

4. Available for pre-opening of schools if possible and wanted.

5. Presentation on multi-ethnic education at Current Trends/SDEA session?

Identification of possible C & I (DESE) roles:

1. Support and assistance in inservice plans.
2. When materials go out - provide some inservice for follow-up.
3. Develop administrative support - (meet with participant, administrator and another interested team member).
4. Follow-up with former participants might include another representative who with former participants will serve in a sharing role during the workshop.
5. Provide some follow-up at the building level.
6. Suggest alternative ways for "field test" follow-up - District wide? Building level?

Next Steps

Meeting after 7/13 for:

1. Prepare feedback on plans.
2. Review brainstorming ideas from print out:
   a. Prioritize
   b. Generate some strategies for follow-up
3. Finalize brainstorming statements.

Prior to July Meeting

1. Printing of materials.
2. Contact Sioux Falls
3. Summary of today's meeting -give copies to C & I Advisory Council after July meeting.
4. Each member must consider the extent of their own participation and commitment for follow-up and how it relates to our own program efforts.

We really appreciate the help and support we have had from Dan Gregg and Bruce Tipple from the Minneapolis Cultural Center.

MULTI-ETHNIC STATEWIDE IMPLEMENTATION
(working copy)

I. A. Provide Title IX Curriculum materials for schools who have been through the workshops.

B. Feedback letter to Superintendents on plans and our role for assistance as wanted.

II. Follow-up workshop in the fall for schools who have been through the workshops.

III. Develop what needs to happen in the follow-up workshop.

IV. Utilize participants in future workshops.

V. Policy statement on multi-ethnic education-State Board.
(DESE Review materials) (learning materials).

VI. C & I Advisory-Resolution to support development of multi-ethnic guidelines.

VII. Need for legislation to mandate multi-ethnic education.

VIII. Utilize Moral Instruction Law.

IX. Bicultural Education concern that it dove-tail multi-ethnic education.

X. Role of Higher Education pre-service and inservice in multi-ethnic education.

XI. Follow-up on existence of multi-ethnic projects in state.

XII. Internal coordination within DESE--EEO, Indian Education, Special Needs of Indian Children Task Force, EEO Standards of Excellence in Bicultural Education and C&I.

XIII. Comprehensive efforts by DESE.

XIV. Look for support from organizations and groups.

XV. Use media to make known existence of multi-ethnic concerns.

XVI. Develop a variety of inservice models for implementing multi-ethnic curriculum.

XVII. Encourage schools to use evaluative tools for selection of multi-ethnic materials.

XVIII. Provide bibliographies of multi-ethnic learning materials.

XIX. Administrative and local Board--ways to gain support.

XX. Field testing of the implementation of the guidelines.

XXI. Identify and provide incentives for field test schools

XXII. Need to include schools that have not been involved.

XXIII. Media presentation of multi-ethnic concerns in state--ITV.

XXIV. Teacher and student interaction in applying multi-ethnic curriculum principles. That workshops neglect processes as models-DESE technical assistance processes. Examining DESE procedures and practices.

FOUR WEEK-LONG SUMMER WORKSHOPS ON

USING INDIAN HERITAGE CURRICULUM MATERIALS & RESOURCES

IN THE CLASSROOM ...

DIVISION OF ELEMENTARY
AND SECONDARY EDUCATION

129

SUMMER WORKSHOPS:

- Primarily for teachers in grades 5-9

Workshop Objectives:

Teachers will be:

- more aware of own attitudes toward Indian people
- knowledgeable about materials that can be used to teach about Indian heritage and culture
- able to plan and carry out a number of instructional activities with students
- able to evaluate books and other curriculum materials for racism and negative stereotyping
- able to conduct an inservice workshop designed to introduce other teachers in their own school districts to ethnic heritage materials.

Each teacher will have a chance to practice several suggested instructional activities during the workshop and, by the end of the workshop, will have developed a plan for using Indian Ethnic Heritage materials in his/her classroom.

Times: 8:30/4:00 every day

June	6-10	Northern State College Aberdeen, SD (Student Union, Room 123)
June	20-24	Black Hills State College Spearfish, SD (Jonas Bldg.)
July	5-9	University of SD Vermillion, SD (Continuing Ed. Center; Room 118)
July	11-15	Dakota State College Madison, SD (East Hall; Room #100)

Registration Information:

Each workshop will carry 2 graduate/under graduate credits.
$20.50/per hour - UG credit
$27.50/per hour - G credit

The workshop can also be taken at no cost for certificate renewal credit only.

NSC - El Ed 683
Ethnic Heritage Materials and Their Use

BHSC - Educ 499/699
Ethnic Heritage Materials

USD - El Ed 481/681
Se Ed 481/681
Workshop in Ethnic Heritage Curriculum

DSC - El Ed 481/681
Se Ed 481/681
Workshop in Ethnic Heritage Curriculum

Pre-register by completing the attached application form and return to Naomi Spaulding, DESE, New Office Bldg., Pierre, SD 57501; Phone: 224-3783

You will complete your registration on the first day of the workshop.

Instructors: Vivian One Feather
BHSC and Oglala Community College

Gene Fracek
Rapid City Public Schools

For more information contact:

Naomi Spaulding
Social Studies
DESE - Kneip Bldg.
Pierre, SD 57501
Phone: 224-3783

Josie White Eagle
Indian Education
DESE - Kneip Bldg.
Pierre, SD 57501
Phone: 224-3442

APPLICATION TO PARTICIPATE IN INDIAN ETHNIC HERITAGE STUDIES MATERIALS WORKSHOP/SUMMER, 1977

Name of Teacher _____

Summer Address _____ Summer Phone No. _____

Name of School _____ Location _____

I am currently teaching at the following grade level(s). (CHECK)

___Intermediate (4-6)
___Jr. High or Middle School (7-9)

Subjects Taught: _____

I will attend the workshop at:

___June 6-10, 1977 - NSC
___June 20-24, 1977 - BHSC
___July 5-9, 1977 - USD
___July 11-15, 1977 - DSC

You will need housing? ___Yes ___No

TIPS & HINTS FOR BETTER INTER-CULTURAL UNDERSTANDING

1. Avoid racial and religious jokes. Such jokes are a subtle way to reinforce prejudice.
2. Avoid unnecessary labels. Using designations such as "You People," "My People," "You Folks" etc., creates an atmosphere of separation. If designation must be used, select those that show a oneness.
3. Read multi-cultural materials for an increased awareness and understanding of our multi-ethnic society.
4. Be consistent in praise and criticism. Apply the same standards of judgement that you would apply to persons of any group.
5. Teach children that there is no racial monopoly on ability, nor is any one group all bad or all good.
6. Avoid blanket indictments. There are good and bad, clean and dirty, prejudiced and liberal, ignorant and educated people in every group. Every person should be judged on his or her own individual merits and qualifications.
7. Handle all racial and religious name calling in a forceful meaningful way.
8. Take advantage of any opportunities available to you in increasing your knowledge of working with persons of all races and economic levels.
9. Speak as if members of all groups are present at all times.
10. Expose children to a wide variety of literature.

SCHOOLS THAT PARTICIPATED IN THE MULTI-ETHNIC LEADERSHIP CONFERENCES

Sioux Falls
Yankton
Parkston
Geddes
Augustana College
Northern State College
Sioux Falls College
Dakota State College
University of South Dakota
Mobridge
Douglas
Rapid City
Lead/Deadwood
Hot Springs
Black Hills State College
SD Indian Education

Leadership Training in Multi-Ethnic Curriculum

SPONSORED BY:

Div. of Elementary and Secondary Ed.
Curriculum and Instruction

and

Minneapolis Cultural Center

OBJECTIVES OF MULTI-ETHNIC LEADERSHIP TRAINING

1. To analyze and evaluate commercial curriculum material on the basis of clearly specified criteria.
2. To employ a conceptual framework for infusing ethnic content into existing curricula.
3. To provide a model for adopting and/or developing multi-ethnic lessons/units.
4. To recognize, identify, and draw on local resources to provide knowledge about local ethnic groups.
5. To exhibit confidence in explaining to others the nature, scope, and substance of multi-ethnic curriculum materials, strategies and techniques.
6. To train participants in techniques for analyzing, developing, and implementing multi-ethnic curriculum materials.
7. To plan multi-ethnic workshops for other staff in the local district.

PURPOSES OF MULTI-ETHNIC EDUCATION

The broad purpose of multi-ethnic education is to assure that every child's education reflects the cultural diversity of American society. As a result of these experiences, students should:

1. know about the contributions of people from many cultures to American society;
2. understand and appreciate the cultural differences that exist among our nation's citizens, as well as the similarities among all human beings;
3. help eliminate unequal treatment of minority persons and
4. be able to cope with tensions between groups in a time of social change.

For information about Multi-Ethnic Curriculum, please contact:

Naomi Spaulding, Director
Social Studies and Free Enterprise
Div. of Elementary and Sec. Ed.
New State Office Bldg.
Pierre, SD 57501
Phone: 224-3783

WHERE ARE WE NOW?

1. We have co-sponsored two MULTI-ETHNIC CURRICULUM LEADERSHIP TRAINING workshops in cooperation with the Cultural Center of the Minneapolis Schools.
2. Feb. 15-17, Sioux Falls
   35 people participated.

   Feb. 22-24, Rapid City
   18 people participated
3. We plan to schedule a one-day follow-up meeting this summer or early fall.
4. Curriculum and Instructional staff of DESE participated in the workshops and can assist in the following ways:

   Provide awareness to learn more about the multi-ethnic curriculum.

   Provide evaluation instruments to use in selecting materials.

   Provide inservice or answer questions about multi-ethnic curriculum.

   Provide print material developed in the Minneapolis Project to schools who participated in the Leadership Conferences.

THE WISCONSIN COUNCIL FOR THE SOCIAL STUDIES

GEORGE CONOM, PRESIDENT
SUN PRAIRIE HIGH SCHOOL
220 Kroncke Drive, Sun Prairie, WI 53590
608-837-2541

March 30, 1977

Dear Mr. Tipple:

On behalf of WCSS I thank you and your organization for the presentation given at our convention. We are most appreciative that you were willing to share the time and talents of your center with our membership.

Sincerely,

George Conom

George Conom

MAR 3 1 1977

DOUGLAS SCHOOL SYSTEM

ELLSWORTH AIR FORCE BASE
SOUTH DAKOTA

24 March 1976

Daniel Gregg
Minneapolis Public Schools
Ethnic Cultural Center
1201 University Avenue, N.E.
Minneapolis, Minnesota 55413

Dear Dan:

It was certainly a fine workshop you put on for us in Rapid City last month.

Since then my thoughts have been again and again ..."If we only had some funds!"

The curriculum materials you've developed sparkle. That's where my major concern is right now.

Will you mail me a copy of the proposal that resulted in your project's funding under Title IX?

Please let me know if there's anything in return that I can do for you. I have sent along some material which I thought might be of some interest.

Yours truly,

Ed Slocum

Edward A. Slocum, Director
Multi-Ethnic Heritage Studies
Development Project

Encls.

COURSE: 76-3-221-223 Human Relations Education

INSTRUCTORS: Wesley Chapman, Todd Hines, and others

LOCATION: North High School Cafeteria (Organization meeting)

TIME: 4:00 p.m., Thursday, September 23, 1976

#76-3-221 Block I)
#76-3-222 Block II)
#76-3-223 Block III) Because a flexible, informal laboratory climate is desirable for these sessions, participants enrolled will meet in the North High Cafeteria for an organizational meeting to establish time schedule and location for succeeding meetings.

CREDIT: One semester hour each block (Total 3 semester hours credit)

TARGET GROUP: All school personnel, both certificated and classified persons. (Classroom personnel may be given priority. Enrollment will be limited to 30 persons in each Block.)

COURSE DESCRIPTION: The development, nuturance of an awareness and sensitivity to the values, belief systems, attitudes and life styles of the various subcultures which constitue our society has been recognized, both locally and nationally, as a crucial part of the climate which allows education to thrive and flourish. This recognition has been further underscored by the recent efforts of the Department of Public Instruction to establish a certification requirement in the area of human relations studies and the Des Moines District's attempt to offer human relations programs in a number of the buildings for teachers and ancillary staff persons.

This program shall consist of three blocks of sixteen contact hours each. Each of these educational blocks is independent of the others in that no particular sequencing or prerequisite pattern applies for the successful completion of the material offered in a specific block. However, the three blocks are interrelated so that the experiences complement one another and so that the total package of three experiences provides a broad and comprehensive human relations inservice component.

The behavioral goals of each block are as follows:

(a) Be aware of and understand the various values, life styles, history and contributions of various identifiable subcultures.

Respect human diversity and the rights of each individual.

Relate effectively to other individuals and various subgroups other than one's own.

(b) Recognize and deal with dehumanizing biases such as sexism, racism, prejudice and discrimination, and become aware of the impact that such biases have on interpersonal relations.

Relate effectively to other individuals and various subgroups other than one's own.

(c) Translate knowledge of human relations into attitudes, skills and techniques which will foster a positive educational climate for students.

Recognize the ways in which dehumanizing biases may be reflected in instructional materials.

Relate effectively to other individuals and various subgroups other than one's own.

Pre-and Post-assessment scales which encompass the particular goals of each educational block shall be utilized for evaluation.

Each educational block will consist of four sessions of four hours duration. These sessions will occur during either the full morning (8:00 - 12:00) or the full afternoon (1:00 - 5:00) on four consecutive Saturdays. It is possible that two separate blocks may be offered concurrently.

Des Moines Public Schools

Wesley S. Chapman
Director of Intercultural Affairs

1800 Grand Avenue
Des Moines, Iowa 50307
515/284-7781

February 7, 1977

Ms. Louverne Williams
Intergroup Education Ethnic
Cultural Center
1201 University Avenue, N. E.
Minneapolis, Minnesota 55413

Dear Ms. Williams:

Enclosed is the cassette tape, "What is an Ethnic Group," which was forwarded to me for our use in the Des Moines Schools. Your timely response enabled us to present some materials that have proven to be very descriptive in examining multi-cultural educational and ethnicity.

I am also forwarding you a copy of our staff development program on human relations training. The program is designed as a human relations training lab in order to gain a maximum in program continuity. If you have any thoughts along this line, do not hesitate to contact me.

Your helpfulness is greatly appreciated. Feel free to contact me if I can assist you in any manner.

Sincerely,

Wesley S. Chapman
Director, Intercultural Affairs

Enclosures

"An Equal Opportunity Employer"

Des Moines Public Schools

Wesley S. Chapman
Director of Intercultural Affairs

1800 Grand Avenue
Des Moines, Iowa 50307
515/284-7781

March 25, 1977

Ms. Louverne I. Williams
Intergroup Education/Ethnic Cultural
Center
1201 University Avenue, N. E.
Minneapolis, Minnesota 55413

Dear Ms. Williams:

Enclosed is a copy of the training program being planned for the Hiatt Junior High School staff on April 11-13, 1977. The training program designed by a selected group of Hiatt staff members is designed to focus on multi-cultural/multi-ethnic material development and classroom implementation.

The planning committee has denoted a considerable amount of time in planning a program that begins to address some immediate needs at Hiatt Junior High School. Other follow-up activities are now being planned, this session is proposed as a introductory session. It is proposed that multi-ethnic/multi-cultural concepts be examined as well as some discussion and examination of materials now being used at Hiatt Junior High School.

Arrangements will be made for your training group as soon as you forward the pertinent information that I requested during our last conversation on the phone. All expenses for the session will be the responsibility of the Des Moines Schools.

We, in the Des Moines Schools and the Hiatt administration and staff, are looking forward to what promises to be a most informative session. I am sure that you will find the participants to be most cooperative. To my knowledge, this is the first time that a training approach of this magnitude has been offered at Hiatt Junior High.

If there are any questions or comments, feel free to contact me. Your immediate response will be appreciated.

Sincerely,

Wesley S. Chapman
Director, Intercultural Affairs

Enclosures
cc: Mr. Christian Skjervold
Ms. Marian Ehlers- Hiatt Junior High
Ms. Bobbretta Williams- Hiatt Junior High

111

"An Equal Opportunity Employer"

TOWARD A HUMAN ORIENTED CURRICULUM

PHASE I

CULTURAL PLURALISM

and

MULTI ETHNIC CURRICULUM

No best or better exist here... Just the gift of differences

Trainers

Ethnic Cultural Center
1201 University Avenue, Northeast
Minneapolis, Minnesota 55413

Hilton Inn
6111 Fleur Drive
Des Moines, Iowa

April 11 - 13, 1977

SESSION I

April 11, 1977

ROOM	West View South Central
7:30 - 8:00	Registration
8:00 - 3:15	Cultural Pluralism

Objective: At the end of the inservice day, each participant will be able to identify and describe the cultural pluralism concept, as evidenced by the participant's response to the exercise, "Different views of America's Ethnic Composition."

Activities:

Defining important concepts for ethnic studies
Exploring a rationale for Ethnic Studies
Examining cultural pluralism
Reality of the melting pot

Participants: Total Hiatt staff -- Administrators, Teachers, Food Service, Special Services, and Custodial staff (approximately 40)

12:00 - 1:00	Lunch at Hilton Inn Provided
3:30 - 5:00	Evaluating Multi Ethnic Materials

Objective: At the end of the inservice day, each participant will recognize to what extent his/her classroom textbooks depict a pluralistic society, as evidenced by the participant's completion of the "Ethnic Studies Materials Analysis Instrument, Short Form."

Activities:

Determining criteria for evaluating and selecting Multi Ethnic materials
Discovering tools and techniques for analyzing teaching materials for the treatment of Multi Ethnicity

SESSION I (con't)

Participants: All Hiatt staff members who indicated a need for further study in the area of Multi Ethnic education (at least 20)

*Per Diem $8.40 an hour paid for any service beyond 3:15

SESSION II

April 12, 1977

ROOM	West View North (all day on April 12)
7:30 - 8:00	Registration
8:00 - 12:00	Multi Cultural Curriculum

Objective: At the end of the inservice day, each participant will be able to apply the principles of Multi Ethnic infusion, as evidenced by his/her completion of a simulated lesson planning activity.

Activities:

Exploring strategies for infusing ethnic content into existing curriculum
Examining teacher prepared units of study infusing Multi Ethnic content
Simulating -- Putting the model to work
Developing a plan of action

12:00 - 12:45	Lunch on your own
12:45 - 3:15	Objective: At the end of the inservice day, each participant will be able to design, adopt or revise at least one unit of study infusing Multi Ethnic content, as evidenced by submission of said unit(s) to the staff development committee.

Activity:

Developing units of study infusing Multi Ethnic content.

3:30 - 5:00	Objective: At the end of this inservice day, each participant will become aware of the teaching materials available for loan from the various Multi Ethnic centers, as evidenced by submission of a list indicating materials appropriate for the participant's area of discipline.

SESSION II (con't)

Activities: Previewing materials available for loan

MCCEO, Columbia, Missouri
Anti Defamation League, New York, New York
Minneapolis Ethnic Cultural Center, Minneapolis
Amos Hiatt Library, Des Moines

Participant List for Sessions II and III

Participants: Hiatt staff members who have indicated a need for intensive study in the area of Multi Ethnic education. Staff members will attend Session II in cycles according to the following schedule.

Tuesday, April 12	Wednesday, April 13
Session II	Session III
C. Bittner	D. Swallow
A. Hubbard	R. Benjamin
A. Mann	B. Robbins
A. Hoffman	E. Archer
N. Brower	D. Riddle
J. Leise	R. Baldus
B. Williams	T. Grooters
J. Burch	H. Marks
R. Gordon	L. Mortensen
J. Heinzerling	A. VanTuyl
T. Woolwine	D. Swan
M. Westover	D. Shade
E. Verwers	M. Ehlers
C. Fleck	B. Klick
T. Nowiszewski	
P. Wertman	

*Per Diem of $8.40 an hour for any service beyond 3:15

SESSION III

April 13, 1977

ROOM	West View North (A. M. on April 13) Room 398 (P. M. on April 13)
7:30 - 8:00	Registration
8:00 - 12:00	Multi Cultural Curriculum

Objective: At the end of the inservice day, each participant will be able to apply the principles of Multi Ethnic infusion, as evidenced by his/her completion of a simulated lesson planning activity.

Activities:

Exploring strategies for infusing ethnic content into existing curriculum
Examining teacher prepared units of study infusing Multi Ethnic content
Simulating -- Putting the model to work
Developing a plan of action

12:00 - 12:45 Lunch on your own

12:45 - 3:15

Objective: At the end of the inservice day, each participant will be able to design, adopt or revise at least one unit of study infusing Multi Ethnic content, as evidenced by submission of said unit(s) to the staff development committee.

Activity:

Developing units of study infusing Multi Ethnic content.

3:30 - 5:00

Objective: At the end of this inservice day, each participant will become aware of the teaching materials available for loan from the various Multi Ethnic centers, as evidenced by submission of a list indicating materials appropriate for the participant's area of discipline.

SESSION III (con't)

Activities: Previewing materials available for loan

MCCEO, Columbia, Missouri
Anti Defamation League, New York, New York
Minneapolis Ethnic Cultural Center, Minneapolis
Amos Hiatt Library, Des Moines

APPENDIX G

Monthly Projections

of

Accomplishments

Monthly Projections of Accomplishments

August, 1976	Staff (coordinator and clerk) hired. Initiate contacts with state department social studies consultants from Iowa, Minnesota, North Dakota, South Dakota, Wisconsin.
September, 1976	Meeting with state department social studies consultants to identify local resources and facilities at each site. Initiate contacts with local resource people and with institutions which may provide facilities.
October, 1976	Coordinator or Ethnic Cultural Center staff member will present a session at each state council for social studies fall meeting to explain the objectives and activities of the first-tier workshops. State consultants will help identify participants for first-tier workshops.
November, 1976	Facilities and resource people at each site will be firmly committed by mid-November. The initial first-tier workshop will be conducted—20 participants trained by the end of November.
December, 1976	Two first-tier workshops will be conducted—a total of 60 participants trained by the end of December.
January, 1977	Two first-tier workshops will be conducted—a total of 100 participants trained by the end of January. Coordinator will begin follow-up visits to help first-tier participants prepare for second-tier workshops.
February, 1977	Two first-tier workshops will be conducted—a total of 140 participants trained by the end of February. Coordinator will be available for follow-up visits to help first-tier participants prepare for second-tier workshops.
March, 1977	Same, except 180 participants.
April, 1977	Same, except 220 participants.

Monthly Projections of Accomplishments Cont'd.

May, 1977	Same, except 260 participants.
June, 1977	65-130 second-tier workshops will be conducted from January through June, 1978. Each of these will be attended by from 10 to 15 teachers, depending on the size of the local school district to be served. Total number of second-tier participants to be served may range from 650 to nearly 2,000. Total number of participants served by this project will include 260 first-tier participants and from 650 to 1,950 second-tier participants.